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AUTHOR Sale, June Solnit; Torres, Yolanda Ledon
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ABSTRACT

This report describes the initiation and work of the Community Family Day Care Project (sponsored by Pacific Oaks College) in its first year of operation. The goals of the project were: (1) to identify the formal and informal networks of child care in a multi-racial (Mexican, Negro, Anglo) low-income neighborhood in Pasadena. California; (2) to explore possible methods that might be used to support existing networks, facilities and people concerned with the day care of young children in order to improve the quality of service; (3) to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood. The report contains information on recruitment of project participants, family day care, family day care mothers, parent meetings (Mother's Club and other get-togethers), field demonstration assistants, and college student assistants. Also included is a survey of child care facilities in Pasadena, a description of support services (story hour, toy loan, a monthly newsletter, and information on licensing, the barrio, the research dimension and an informal evaluation of the impact of the project on community, college students and project staff. A bibliography is included. Appendixes contain descriptions of the Mother's Club, and the Environmental Workshop and copies of forms used in the project. (WY)

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"I'M NOT JUST A BABYSITTER"

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A DESCRIPTIVE REPORT OF THE

COMMUNITY FAMILY DAY CARE PROJECT

By

JUNE SOLNIT SALE, Director

with

YOLANDA LEDÓN TORRES,
Assistant Director

A report prepared for the Children's Bureau
Office of Child Development
United States Department of Health, Education and Welfare

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PACIFIC OAKS COLLEGE
Pasadena, California

JULY, 1971

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Writing a yearly report makes us aware of the fine quality and quantity of new relationships made over the past year--and we are delighted to acknowledge and thank all of the lovely family day care mothers with whom we shared joyful, sad, intense and relaxed times.

CONTRIBUTORS

Cynthia Milich

Samuel Sale

Betty Smith

Photograph by:

Gail Milder

Typed by:

Dorothy M. Patton

Each civilization is characterized by the special kind of "minute particulars" it elects to emphasize, and by the patterns it creates with these particulars. Societies operate on certain assumptions that influence the way they practice science and use the technologies derived from it. Despite our pathetic attempt at objectivity and the assertion that practical wisdom and intellectual honesty demand that we concern ourselves with "minute particulars," we as scientists are in fact highly subjective in the election of our activities, and we have goals in mind when we plan our work. We make a priori decisions concerning the kind of facts worth looking for; we arrange these facts according to certain patterns of thought we find congenial; and we develop them in such a manner as to promote social purposes we deem important.

. . . *Rene Dubos' in* <u>*Man Adapting*</u>

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INTRODUCTION

This report describes the initiation and work of the Community Family Day Care Project* in its first year of operation. Our goals were:

1. to identify the formal and informal networks of child care in a multi-racial, low-income neighborhood in Pasadena;

2. to explore possible methods that might be used to support existing networks, facilities and people concerned with the day care of young children in order to improve the quality of service;

3. to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood.

Our findings sold us on the potential offered by the most-used, existing network of child care in the United States--family day care (Ruderman, 1968; Low and Spindler, 1968). Little has been written about family day care as it actually functions and operates, although recent studies have given us some picture from the point of view of the users of the service (Emlen, 1970, 1971; Willner, 1970, 1971). Unfortunately, family day care has suffered the ravages of the press in the reporting of some of the horror stories (Considine, 1971) of obviously "concentration" type homes, run by demented women. Our findings do not bear out the bad image painted, (although we do acknowledge

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* The Community Family Day Care Project (Demonstration Project OCD-CB-10) was funded from August 1, 1970, through July 31, 1971, by the Children's Bureau, Office of Child Development, Department of Health, Education and Welfare.

some family day care homes are poor settings for children, as are some group child care centers). On the contrary, our findings show that the vast majority of family day care mothers are warm, giving women, who care deeply for the children in their care.

This report will describe some of the human and real situations that were faced by the people that made up the project--family day care mothers, field demonstration assistants, and staff. We believe that using the actual words of the participants helps to communicate the feelings and thoughts more adequately than we could summarize; therefore, we have relied heavily on tapes, logs and notes that filled volumes during this past year. Wherever we have felt necessary, we have eliminated or edited phrases or words in order to protect the identity of those with whom we have worked, but we have not changed their meaning. The students and family day care mothers have been assigned fictitious letters to denote their names, in order to respect their right to privacy.

The Community Family Day Care Project did not develop a model for working with family day care mothers in a community but we have developed some rather broad guide-lines for others who may wish to duplicate parts of our program in other areas. Implicit in a model is the notion that the whole program may be duplicated with results close to or similar to that of the original program. "Not so", we say about this kind of project because of the uniqueness of the people involved as staff, students, family day care mothers as well as the specific problems of the area and the variety of values and ethnic groups involved. Our project may serve as a map for those planning to chart a similar

course. The map will contain points of interest, highs and lows and tell a little about the territory - but there are no beaten paths or paved roads. We have not disturbed the ecology by poking under every bush, leaf or home - but we can chart some patterns, concerns, problems and solutions common to family day care.

We did have methods we developed, tried and changed in terms of recruiting family day care mothers, working with students and involving the project in the community which will be described in detail.

Most important we learned what family day care is about. The twenty-two consultant family day care mothers taught us about the viability of an existing network of child care that offers small, neighborhood settings for quality care.

Background

Pacific Oaks College has been involved in the study of group day care centers since the early 60's (Prescott, 1964, 1970; Millich, 1969). With the growing interest in child care arrangements for the children of working parents, Pacific Oaks has questioned the appropriateness of large day care centers in terms of providing an environment in which young children may flourish. We believed that small, personal, neighborhood family day care programs might provide a setting that would better meet the needs of children and their families. But, little was known about this form of care. Many faculty members of the college used family day care, often in combination with a nursery school experience for their children, and they liked what it provided. We had to know

more, and we began to look at child care arrangements globally as well as in our own community.

Recently documented statistics indicated the gap between needs and appropriate facilities and services for the children of families of working parents (Congressional Record, 1970). A study in New York (Magnitude and Scope of Family Day Care Problems in New York City, 1966) reported that often mothers must go to work when their children are very young. Ninety percent of these children were less than three years of age when the mothers started working. Forty percent of the children were less than six months of age. The lack of organized or licensed facilities didn't discourage mothers from working, but it had the effect of placing the children into unsupervised and unlicensed day care situations.

With the spiralling demand for more day care spaces for children, it was interesting that, for unknown reasons, group day care centers have been unable to enroll to full capacity in Pasadena. This was borne out by Avis Rana (1969) who reported from preliminary findings of a survey in San Diego County that only 11 of 185 families studied (where the mother was employed or in training) used licensed child care facilities. Deputy Director of Service, Richard MacDonald, of the Pasadena Office, Department of Public Social Services, reported that there were Aid to Families with Dependent Children mothers who were unable to participate in the Work Incentive Program because there were not adequate or suitable facilities for their children.

There were 137 licensed family day care facilities in Pasadena in July, 1970, as

well as a number of church and school group day care centers. The group day care centers are licensed by the State Department of Social Welfare and generally include at least 10 children from two to six years of age (being toilet-trained is often one of the criterion for admittance). Not until July, 1970, was there licensing for group care of children under two years of age. The family day care programs are licensed by the Department of Public Social Services, Family and Children's Section. The facility and mother were licensed at the time for one year to care for no more than 6 children* under the age of 16, including their own, for any part of a 24-hour period. The late Mrs. Forsythe Scott was the supervisor of licensing for the Foster Home Evaluation program for Pasadena. She reported that the family day care parents must be fingerprinted, have no previous record of arrests for crimes involving narcotics, assault or sexual offenses, have a chest X-ray, and agree to a home study and on-going supervision by her staff in order to receive a license. We believed from our work in the community that there were many informal, unlicensed family day care situations that were operating in Pasadena.

Pacific Oaks believed that family day care was being used more widely than group center settings for the following reasons:

- In a study made by Elizabeth Prescott (1964) of day care centers, 47% of the children enrolled were only-children and 40% were youngest children in the 219 families sampled. We knew that group day care could not accommodate a family with children of various ages. A child care plan must often recognize the needs of infants, as well as school-age children; most group day care programs focus on the 3- to 5-year age range, sometimes providing

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* Since that time, the law has been changed and this will be described later.

custodial or extended day care for older children. In a neighborhood family day care facility, children of different ages are easily accommodated.

- Upper-respiratory ailments, so common among young children, are often reason for keeping a child at home or for making other arrangements for care, for those children enrolled in large centers. The smaller home care settings are more likely to accept children with colds, thus permitting the mother to go to work as usual. She is, therefore, more likely to report the illness, and measures such as rest and quiet play are insured.

- The cost of group day care can be prohibitive, if both parents are working, and a sliding scale is used to determine the fee. This encourages false affirmations, and penalizes families that are intact. The San Diego Study reported that the going rates for licensed day care was from $12 to $15 per week per child, and that the informal, unlicensed care was far less (Rana, 1969).

- Lack of public transportation and long distances to centers often make the use of group day care centers less desirable than a neighborhood family day care facility located next door or next block.

- Parent's working schedules may not fit the center schedules for children. Neighborhood family day care may be more flexible in setting up schedules that fit family needs.

- In the larger centers, children are usually placed in groups by age, while in the smaller neighborhood setting they may be able to have the experience of a variety of ages. In the smaller grouping, a child is able to feel more personally responsible and responded to (positively and negatively). The tendency toward more impersonal adults and environment is greater in the larger center.

- There is more likely to be a discrepancy in value systems between the larger center and the family than between the neighborhood setting and the family. One is better acquainted with the attitudes and ideas of the neighbor "next door" than with those of the teacher in the center.

We were not saying that the quality of service then provided in family day careservices was superior to that offered in group day care settings. We

were saying that we believed that the potential was greater for providing appropriate day care for young children in a small, neighborhood program than in a larger center program. Charles Schulz has Peanuts say in his cartoon, *"There's no heavier burden than a great potential"*. Pacific Oaks decided to accept the challenge of demonstrating the potential of the neighborhood family day care program and investigate whether it may be supported and its quality improved to benefit young children and their families. Pacific Oaks applied for and received a grant to demonstrate the potential.

The Sponsor: Pacific Oaks College

Pacific Oaks was in a good position to achieve the established goals of a Community Family Day Care Demonstration Project. Both a college and a children's school, the institution earned a wide and distinguished reputation in the field of early childhood education. The college is an upper division and graduate school, accredited by the Western Association of Schools and Colleges. Its fields of specialization are the inter-disciplinary study of human development, early childhood and parent education. A library of over 14,000 items centered in human development, family and community life, early childhood education and related fields is easily accessible and is used as a resource center for the college and professional personnel in the community.

The college has both degree-granting and community service functions. The academic program offers upper division and graduate studies with majors in human development and also maintains cooperative master's degree programs with Claremont Graduate School and Whittier College. A new M.A. degree

given by Pacific Oaks, in cooperation with the Division of Child Psychiatry at Cedars-Sinai Medical Center, has been added this year. Students can now complete all requirements for the California teaching credential. A one-year post-baccalaureate program is offered for professional preparation in early childhood and parent education, or for advanced study in child development and education. Pacific Oaks also has EDPA support for fourteen candidates in its own master's degree program. The community service function of the college includes making its resources available for parents and for the in-service education of professional people already serving children.

Pacific Oaks has always maintained an active interest in day care programs. Staff members have served as consultants to the White House Conference on Children, the State Day Care Advisory Committees, the Day Care Committee of Welfare Planning Council of Los Angeles, and the 4C Committee of Los Angeles County and the President of the college is the Vice President of the Board of the Day Care and Child Development Council of America.

In addition, Pacific Oaks has supported the Mothers' Club, a project which provides adult education classes and a nursery school experience. This was a key organization located in the neighborhood in which we planned to work, assuring our staff some familiarity, credibility and past experience from which to work.

Design

Our design addressed itself to 3 basic questions: First, how would we discover

the network of neighborhood day care facilities in the area in which we would work? We planned to make an unconventional survey of the surrounding area of Mother's Club.

- Using some of the techniques of the Portland Day Care Neighbor Service (Collins and Watson, 1969), we would attempt to identify women who were "actively involved in the neighborhood day care system, caring regularly for children of others, and recognized as day care resource persons by their friends and neighbors." Using the "gatekeeper" technique, we planned to make contact with churches, grocery stores, and other points in the community in order to identify and meet some of the child care resources of the neighborhood. We were certainly aware that many of these resources were not licensed and were informal, and we would act in a way that would not put them in jeopardy, since all records made would be privileged.

- Through the Department of Social Services, we planned to contact all of the 137 licensed family day care mothers living in the area of the Mother's Club.

- We planned to hire twenty of the family day care mothers contacted (we estimated that we would interview fifty altogether), who would advise and keep us aware of the day care situations that exist in the neighborhood, and would serve as paid consultants for our on-going program. They would be known as consultant family day care mothers.

Second, would we be able to enrich existing neighborhood day care programs?

- We would ask the consultants how they would like us to help. We planned to meet with the consultants in groups of five, at least once a month in the first phase, and twice a month later. The consultants would be paid $10.00 per meeting. We recognized that we had to establish ourselves as a resource for the family day care mothers, and that meant that there must be some visible, concrete benefits available to them quickly. We would try to respond to reasonable requests in an appropriate way.

- We had some notions, based on previous experience, about some programs we would like to bring to the neighborhood. Therefore, we would bring the following projects to the family day care

consultants, in addition to any that they might request:

a) Most family day care mothers would welcome a respite during the day. With this idea in mind, Pacific Oaks would provide the services of a nursery school, in cooperation with the Mother's Club. (See Appendix A), for those children whose parents and family day care mothers felt that they would benefit from such an experience. This arrangement would be flexible and might provide for one or more mornings a week, depending on the situation. Of course, the parent would ultimately decide, but the Pacific Oaks staff would work with the family day care mother in working with the parent.

b) Five Field Demonstration Assistants (Pacific Oaks students) would be assigned to work with the twenty family day care consultants on a monthly basis. Two mornings a week each student would work in the family day care home, the first morning in a student capacity (with the consultant family day care mother acting as instructor) and the second morning substituting for the family day care mother so that she might attend the group meeting with four of her colleague consultants. Each student would be involved with the same four mothers throughout the year. The students would receive course credit for their work, which would include one afternoon of staff work per week.

c) The project staff would also visit family day care mothers (at convenient times for the mothers) in order to establish a colleague relationship, which might take the form of having informal talks over a cup of coffee.

d) The use of the Environmental Workshop would be open to the family day care mothers. (see Appendix B).

e) We would operate a toy-loan mobile unit that would provide toys and equipment, books and records that could be borrowed by the family day care mothers for a month at a time.

f) We would act as a catalyst for exchanging ideas and concepts that the family day care mothers might find useful. We assumed that family day care mothers would have many practical ideas and experiences that could be compiled into a useful booklet for later distribution.

We believed that if our plans could remain open-ended and flexible, our goals would be more easily met.

Third, would we be able to provide alternatives in day care plans for children and their families in the neighborhood?

- By gathering information about the formal and informal networks, this Pacific Oaks' project would be able to act as an informational source for families looking for day care arrangements. We were aware that we might find ourselves acting as a placement agency, but we welcomed offering this service. However, we wanted to work toward the establishment of a cooperative, neighborhood service (similar to the Portland project) that would fulfill the needs of parents and family day care mothers.

- The maze of bureaucracy and red tape is frightening to some mothers who would like to be involved in caring for children, but who are homebodies, not accountants, stenographers or paper-pushers. The project staff would attempt to clarify some of the steps necessary to become licensed family day care mothers, and provide help through our consultants to those interested.

In summary, Pacific Oaks, by offering resources directly to the neighborhood, by hiring neighborhood family day care consultants, by acting as a catalyst to increase the quality and number of day care opportunities for families, would attempt to demonstrate means by which existing small group services might be supported, increased and improved.

RECRUITMENT AND LOCATION OF PROJECT OFFICE

The recruitment of the consultant family day care mothers was a crucial point in terms of the later success of our project. This period is reminiscent of Erikson's stage of basic trust and mistrust, but in this case we were being put to the test. Our program, in its infancy, would be tested to determine its credibility, reliability, helpfulness and resourcefulness. Could the Community Family Day Care Project be trusted? What could such a program offer a multi-racial, low-income community?

Our staff was clear from the outset. Our program was one in which we hoped to learn more about family day care and how it functions and how we could help those involved in such work. We hoped they in turn would cooperate and help us. Our commitment was one of mutuality. Family day care mothers would teach us about family day care, and we would help in appropriate ways to meet their needs. With this in mind we set about finding a home base and recruiting those women who would enter our program. We knew the general area in which we wished to locate our offices--an area that was a microcosm of many urban settings in the U.S. In talking to people such as grocers, cleaners, real estate operators, and church leaders, it became clear that our choice of a location in a shopping center would be beneficial. It was a location that was open to, and used by, a variety of socio-economic and inter-racial groups. Two other locations we considered were not as accessible to foot traffic. One, next to a

gas station was in an area that was almost totally Black and not used by Mexican-Americans or Anglos. A second was close to an area frequented by the police in fairly regular raids on establishments in the area (liquor stores in particular). The choice of a store-front located between a doughnut shop and a laundromat proved to be fortuitous. Eating doughnuts and washing clothes are far more desirable for visiting with young children in tow than a liquor store or gas station.

The process, then, of finding a location from which to operate also served as a way of inquiring about the turf in which we planned to function and thrive. We were told by many in the area that there was a lady here or there who took care of children, and that we should mention their names if we went to visit and invite her to come into our program.

In addition, we visited programs that might be concerned about us that operated in the area. It was our experience, based on previous work, that often the definition of the situation of each group in a given area is quite different, and the rumors about new programs could often lead to competition and rivalry that might cause the expenditure of undue energy. To avoid this, in each of our contacts, we made clear what our purpose was and who our funding source was and whenever possible loaned a copy of our proposal. This was particularly necessary for the Head Start program in the area. Head Start had just suffered a cut-back in funds when the announcement of our grant was made public by the Congressman of the district. An appointment was made with Lois Richard, Head Start Director, and at the meeting a copy of our proposal was presented in

order to make perfectly clear our function. The meeting proved fruitful, because Mrs. Richard offered some excellent advice on locations and offered cooperation in any way feasible. Meanwhile, a meeting was held with the staff of Mothers' Club, and the same procedure was followed. Other groups that were contacted included the Urban League, Foothill Family Service, Free Clinic, Welfare Planning Council, Pasadena Public Library, Luthern Synod, Methodist Neighborhodd Church, the Friends Service Committee and the Friendly Visitors.

By the time we had rented our office, we had recruited ten family day care mothers into our project by methods described later. The two processes establishing a location and identifying the family day care mothers were intertwined. To make more clear the process of recruitment, we will describe the variety of approaches in detail.

Preliminary Preparation

The purpose of recruitment into our project had to be clear to each staff member and student. Our goals were to explore the ways that young children were cared for in out-of-home, non-relative settings in our immediate neighborhood. We knew that those being asked to join our project would have many questions they would want answered. In addition, we were very aware that many of the family day care mothers we would contact would be unlicensed (Ruderman, 1968; Spindler and Low, 1968). We tried to anticipate some of the questions and hypothesized that they would run something like this:

1. Why do you want to know about family day care?
2. What is in it for you?

3. How are you connected with the Department of Public Social Services?

4. What do you expect from me?

5. What is in it for me?

6. Why should I trust you?

7. How did you find me?

After attempting to answer these very legitimate questions, we wondered if any day care mothers would let us into their homes if we came "straight off the streets". We expected that we would be met with suspicion, since this area had been surveyed and questionnaired to the point of exhaustion. We also were aware that many of the women likely to be interested would be middle-class in life style (Collins and Watson, 1969) and would appreciate a "proper" approach of making appointments first. In this way they would not feel pressured and would have the opportunity to check us out in their own way, or to politely find an excuse for seeing us at a time when the house was "presentable". We decided to use a very low-key, no-pressure approach, although we felt the need within ourselves to get tooled up and get going fast (after all, we were funded for one year, and time was a limited commodity). The Willner study (1970) apparently had difficulty in obtaining access to family day care homes, and the Portland project (Emlen, 1970) had worked in an indirect manner with women providing child-care services in their homes. Both of these projects were social-work-oriented, and the Willner study was part of a commission of the New York City Department of Health.

We suspected that emphasis on the educational nature of our backing (Pacific Oaks College) would be helpful. Therefore, we would start all discussions with an introduction that went something like this:

"Good morning Mrs. A, my name is----- and I work with Pacific Oaks College. Do you know about the college? Well, we're very interested in young children and the ways that they are cared for. We have an office where Maurice Hair Styles used to be... over on Los Robles...between the doughnut shop and the laundromat. We are trying to find women in this area who care for other people's children. We're interested in finding them because we have started a project to learn about the many ways that young children are cared for. You see, the government is starting to think about ways that children of working parents can best be cared for...you may have heard about all of the day-care centers that are being talked about in terms of building and developing. We, at Pacific Oaks, think that family day care may be one other good way that some children might receive care. Some of our staff members use this form of care and like it very much. But there has been very little written about family day care, and so little is known about it. We want to learn about it and write about it, because we have a hunch it may be one very good method of caring for little children."

If any interest was shown, we would go on something like this:

"Our work with family day care mothers will be strictly confidential. While we plan to write reports, people's names and identities will never be disclosed. Our plan involves the hiring of family day care mothers as consultants to our project. That would mean that once a month a student of Pacific Oaks would come to your house on a Monday and work with you and the children in your care. You would teach the student how you work with the children. On the following Wednesday of that same week, the student would take care of the children while you come to a meeting with four or five

other family day care mothers at our Center. We would pay you a token $10.00 for this work."

We would then tell about some of the benefits of the program, including the toy loan, the Environmental Workshop and the use of the Mothers' Club nursery school.

After we were all clear on our approach and goals, we proceeded with our recruiting.

The "Gatekeeper" Approach

Deutscher (1968), enlarges on Lewin's (1947) use of the term "gatekeeper":

> *"In any society--primitive or modern, urban or rural--individuals encounter a series of gates as they move through the life cycle. And at each encounter the decision between in and out is made by the gatekeeper. It may be a foregone conclusion--a ritualistic decision; it may beone that is determined by tradition; it may be the whimsical result of a powerful and capricious individual. It is also possible for such decisions to be made according to formal rules and criteria--or, for that matter, according to informal rules and criteria.*
>
> *As a society becomes more urbanized, more impersonal, more specialized, more governed by formal rules, so too does the gatekeeping process and the gatekeeper himself."*

Realizing that our project would have to move quickly, our staff used its extensive knowledge of the community in which we wished to work, to identify the "gatekeepers" who could help make the decision to deem us "in" for the family day care mothers and the community as a whole. The groups mentioned previously were among those identified, and meetings were held with them.

We also met with representatives of the Pasadena office of the Department of Social Services:

- Deputy Director (Richard MacDonald)
- Supervisor of Family and Children's Section (Mrs. Scott and later Charles Schermerhorn)
- Family Day Care Consultant (Jerry Boaz)

We also contacted men and women who knew of women who provided child care in the neighborhood. We asked for and received their help in locating our consultants. The openness and directness we experienced, speak well for the staff gatekeepers, Yolanda Torres and Bettie Jo Jones, as well as for Pacific Oaks College. Their previous activities and reputations stood us in good stead. Through the use of this technique we involved three women through door-to-door contacts. Five family day care mothers were individually recruited through the Department of Public Social Services and three through Mothers' Club referrals. The Well Baby Clinic contact helped us to recruit two family day care mothers and two family day care mothers found us.

Door-to-Door Screening

With students, each staff member walked the neighborhood surrounding our center and knocked on every likely door within a three-block radius. While the results of this canvassing, were less than spectacular, we feel that it was extremely helpful to a better understanding of the community. We discovered at least ten people who were providing child care in their homes for others' children, but we were able to recruit only one into our program. We invited each family day care mother (and one father, a young student of a local college

who shared in the care of a child with his student-wife) to visit us. We have added each of their names to our mailing list, and several women have dropped in to talk to us and pass the time of day. We have a hunch that should we approach these same people in the next year, we will be much more welcome. In order to get the flavor of some of the canvassing and the kinds of knowledge we obtained of the neighborhood, here is an excerpt of the daily log of one staff member:

> *"Sept. 16, 1970 -- D and I went into the neighborhood to recruit more family day care mothers. We covered the area bordered by Ashtabula to El Molino to Mountain to Los Robles. We did not have the success E and I had had the previous day. We were openly and warmly greeted by some - treated suspiciously by others:*
>
> - *One old lady hanging up clothes in her yard was frightened by our presence. She told us she was sick and old and did not want to take care of children. It was as if we were demanding that she should care for children and we had the power to make her do it.*
>
> - *Mrs. B, on Ashtabula, invited us in her home. She takes care of foster children. One youngster (about 6-8 years old) was playing aimlessly in the yard - dirty and eating dirt, unable to relate to us. Mrs. B said he was unable to be in school (even Villa Esperanza) and she had to keep him at home. She referred us to Mrs. J across the street. She asked about a program like ours for foster mothers.*
>
> - *Mrs. J cares for two school-age children for a neighbor. We awakened her (11:00 A.M.) and she seemed tired and sickly. She knew of no other family day care mothers in the neighborhood.*
>
> - *Talked to the postman - he referred us to Mrs. B.*

- *Talked to two men sitting on front steps of house on El Molino. They were suspicious. Two White, middle-class, middle-aged ladies -- no way!*

- *Talked to a mother and daughter standing outside of house on Buckeye. They referred us to Mrs. W across the street.*

- *Mrs. W is a reluctant grandmother-sitter. She is caring for four grandchildren. She had just swatted two youngest (pre-school) kids and was ready to surrender. She was hurried and harassed and wanted nothing to do with us or our Project.*

- *On to Madison where we met Mrs. V's mother - who was sitting for Mrs. V's foster children - while Mrs. V was placing the older children in school. She was not interested in program, but her neighbor was (although she does not care for any children now).*

- *Knocked on a door to find sitter with a baby. I recognized the youngster as the child of a mother who had inquired about someone to take care of her child at home.*

- *Up Madison to a man who told us to check the house next door to him. A sexy, orange-haired young woman wanted to know what was in it for us. She didn't take care of children.*

- *Heard a baby in the court across the street. Mexican-American woman and small child. She was frightened - we left. Yolanda can follow up on this woman.*

- *Mountain and Los Robles - we had a captive audience. Four women sitting at a bus-stop. We asked about family day care. The tables were turned.*

One woman told us how we could become family day care mothers if we wanted. Another lady suggested that there was a home down the street that cared for young children.

- *We met Ernestine F on North Los Robles. She used to care for other peoples' children, but since she has four of her own, she decided she needed a rest for awhile. We met her husband (who is a talented metal sculptorer) and discussed our Project. She told us about Debbie C, North Euclid) another family day care mother.*

- *Went by home where as many as 10-12 children were playing, unsupervised. Children ranged in age from 13 - 15 months (barely walking) to 6 years old. Asked for mother or some adult. A man came out of the house and refused to talk with us. He sent us on our way.*

- *Home again.*

While we made no definite contacts for the project, I am sure that we have done some valuable public relations work for ourselves. We left announcements with our address and telephone number at each home.

Some questions:

1. *How effective are two women (White, middle-class) in doing this kind of neighborhood work in an area such as this?*

2. *Should we go out in two's? My feeling is that we can pick up different things if there are two of us - but is it overwhelming?"*

<u>They Came to Us</u>

Two women saw our homemade sign in the window of our center and dropped in to inquire about our work. They have joined our project as enthusiastic members.

Stop on the Street Wherever You See a Woman with Children

As we (the staff) drove from appointments to meetings, we tended to stop our cars and talk to women who had children that did not appear to be their own. For example, if we saw an older woman with several young children, we stopped to talk to her and tell her about our project. Another woman, we noted, had three children all about three years old in her care. Again, we did not get a single recruit from this group, but we did tell them about our work, and several have come to visit us.

Publicity

When our grant was issued, the local newspaper ran a story on the project. We received one call as a result of the publicity. A family day care mother who was interested in our program called, and we visited her. She said her husband would not like having a student in the home.

Bulletin Board Advertisements

Legally, only licensed family day care mothers may advertise in the newspapers. This law is pretty well upheld in Pasadena, and those whom we did contact from the ads, were among those already listed by the Department of Social Services. However, in every market or shopping center with a bulletin board, there is a listing of women who will do "baby-sitting" in their own homes. We contacted nine women in this way. Again we made contacts that may pay off later, but for the time being these women were reluctant to join the program.

In all, we contacted some 69 women who were providing child care in their homes.

Of those, 25 joined our program. Three family day care mothers dropped for the following reasons:

- one because her program did not coincide with our student placement schedule.
- one because she went back to work.
- one because she moved back to Mexico.

Seven women were false starters; that is, they and we had made all arrangements for them to join our program, but when the students arrived on a Monday morning, they were usually told that the family day care mothers would be unable to participate in the program. There were a variety of reasons given: two women told us that their husbands did not want a student in the house (the students were both young women and we have reason to believe that it was the wife who did not want the student present while the husband was at home); two Mexican women could not convince their husbands that they should join the program; two women "lost" the children in their care because the mothers lost their jobs, and the family day care mothers thought of going into other work; and one woman decided to give up this kind of work after finding hookworms in the children in her care.

There is a myth that family day care is an unstable occupation, but the turnover among those recruited has been lower than we anticipated. However, we are also aware that we have probably "creamed" the family day care mothers in this area. It would make sense that those who would join us and remain, would be those with the most desire to remain in this type of work

and those wishing to increase their knowledge and perhaps their prestige. The self-selecting process will become even more clear later when we describe in detail, the family day care mothers who have joined the project. We believe that even though we may have chosen the best, or more correctly, they have chosen us, we have seen and observed what the potential of family day care is. We know that the home can provide an enriching environment for young children in day care.

In summary, the recruitment of family day care mothers and the location of our project office meshed into a process that enabled us to reach the very people we wished to contact. By the use of "gatekeeper" techniques and community contacts we were able to initiate a demonstration program that would show the great potential of family day care.

FAMILY DAY CARE

by Mary Marks,
Family Day Care Mother

I used to have a career. I had a couple of little ones at home, but I really wanted to be a career girl. I went back to school and then to work, and in spite of all the difficulties, I farmed out the two boys every day and drove thirty miles to sit all day at a desk full of reports and diagrams. But things changed pretty fast. One more little bundle of joy and I found myself stuck at home for at least another couple of years, depending on my conscience.

So now I had three and had turned back into a lonely housewife. They started to grow, and then, WOW! Seems like nothing happens to me that doesn't start like a trickle and turn into a flash flood! One day I had three, and the next day there were at least six of them. Virtuous little mother. "Sure," I said to my brother when his family started breaking up. "Sure, I'll watch your kids for you." I'm stuck here at home anyway. We've got a big house and a big yard. The boys will be in school some of the time, and the baby girls can kind of entertain each other. I've got an extra crib and a lot of diapers. Seemed so simple. He'd just bring them over every morning and pick them up every night. I worried about him a little--a single father with three kids--how would he get them all bathed and dressed, fed and cared for without MY help? Suddenly, I was needed and I jumped at the chance.

Ha! I barely had my breakfast down when they'd arrive. The oldest was five

and went to kindergarten in the morning, and the other three boys played here at home while the girls kept me busy with bottles, diapers, naps, and all those other things that babies do. Three days a week, in the afternoon, the younger boys went to nursery school, so I would pack up everybody and take them down there. With one baby on my hip and the other in a stroller, I gathered up bundles of paintings and the little craft what-ever-they-ares that they always make at nursery school. We were quite a sight, and I got a lot of sympathy. I was also supposed to clean up the kitchen and vacuum the living room, but I never had much patience with housekeeping, anyway, and now I had such a glorious excuse. Yes, now I was running a little nursery school in my home--I had every reason to get out the paints and collect tricycles. There was a lot of conflict in my mind. I wanted to be doing a lot of great things with the kids, but I was also the mother of the "family". I had the responsibility of keeping the house together as well as keeping the kids happy. And I had to stop and remind myself that I had to have some kind of life of my own, not always be concerned with other people's.

I often asked myself why I was doing it. It certainly wasn't for the money. What would have been a fair wage for me in terms of the work I do would have been outlandish for a parent to pay for the care of his children. So I couldn't charge what it was worth. Sometimes I got a little money, and sometimes I didn't. When a neighbor asked if I could watch her little boy for $15 a week, I found it hard to turn down the child. But in the back of my mind I also knew that collecting this fee would help carry the financial burden that my brother's

three had turned out to be.

And what's one more child? I had lost count. I used to think that with my three, I was pretty tied down. But now, when I found myself with JUST my own three, I could do just about anything! It was nothing to pile just three into the car and go to the store after doing it with six or seven. And to fix lunch for just three? Weekends were so quiet they were almost boring! People would ask me when we were out if those kids were all mine. I'd think about it for a minute and then go ahead and say that they were. Sure SEEMED like they were all mine. They were here for all their waking hours. I was responsible for them as if I had given birth to them. I wiped their noses and their bottoms. I took them to the doctor, the dentist, the shoe store. I gave them their share of hugs and kisses, love and encouragement, and I got some in return.

I heard about the Pacific Oaks Community Family Day Care Project (it took me quite some time before I could get THAT name straight!) kind of by accident. A co-operative nursery school was forming across the street from me. I talked to them about enrolling one of my children and the youngest nephew I take care of. The director told me that only one child was usually admitted per family, but perhaps the nephew could be enrolled thru the Family Day Care Project. They had reserved six slots for children in day care families who would benefit from a nursery school experience. Had I heard about the Project? Well, no. In fact, I wasn't really a day care mother, was I? She assured me that I was, since I took care of children in my home which were not my own. I'm not sure why, but somehow, from that moment on, I knew I was IN! And since this was

the only way I could get both boys into the school, that seemed to be the most important thing.

Somebody else made all the contacts. I have forgotten how it all happened, but the next thing I knew, two nice ladies were coming over one afternoon to ask a few questions and meet a few children. It turned out to be a lovely day. The kids were getting along very well together, for a change, and the house stayed unusually clean in anticipation. I wasn't sure that I would measure up, but a lot of people had expressed enthusiasm for the physical and emotional environment in which I was raising these kids, and who knows but that they might be right. At any rate, I would soon know. The Project office was just across the street and around the corner. They decided to walk to my house. We met, we talked. I ran down the list of names and ages of all the children for them before I sent them out in back and out of the way. Several stayed behind.

Then they told me about the Project. I could hardly believe it. They were going to do all this for ME?? All I had to do was show up at a meeting once a month, and for this they would provide me with a babysitter, having made sure that the girl was familiar with my home and my children, and they with her. There would be some kind of toy loan, so if there was any kind of equipment I was interested in, I should let them know. And perhaps I would like to take advantage of their workshop, where they would provide plans and materials and I could make things to use at home with the kids, be it toys or furniture or equipment. They would even pay a small fee for my time, a fee which, in fact, was

equivalent to my whole week's earnings! And of course, my nephew could go to nursery school with my son, at their expense.

There was no question that I wanted to be in the Project. How could I go wrong? But what a lopsided agreement this seemed to be! Sure, I took care of some kids. But doesn't everybody? I mean, almost any mother could tell you what it's like to have kids around. You just do what you <u>can</u> with them--what you <u>have to.</u> So what's new?

Actually, I was a little scared. I have some pretty definite ideas about how to raise children, but I wasn't sure I would have the courage of my convictions. I'm really pretty shy--not on paper, but at least person-to-person. I wasn't sure what, exactly, we would be talking about in our meetings, but I knew that when it came my turn to speak up, I would draw a complete blank. So I started a journal, just to have an outlet for what I thought were good ideas that might otherwise be lost. The journal proved helpful to me in solidifying my thoughts, but I soon found out how much I had misjudged my verbal fluency. I went into the first meeting with my mouth shut. There were four other mothers, three Project staff people, and a student there. The meeting was so well conducted, and the discussion so well led, that from the very beginning I was answering questions and throwing opinions into the center of the ring as if I were the only one in the room. At least, that's how it seemed to me. But the thing that struck me most was that I found myself so vitally interested in what was happening. I got the feeling that I DID, in fact, have something important to contribute. And because

each of us day care mothers could contribute, perhaps there really was something about this project and its study of family day care that would be significant. I went home from the first meeting literally bursting with excitement.

I feel that I have become a pretty loyal advocate of the whole family day care scene. But how can I help it? I have seen myself and my family grow and change from my being a part of the Project. My involvement has gathered such momentum that I practically devour all the material I can get my hands on, written or otherwise. Attending the monthly discussions with the other mothers may have satisfied the Project's needs, but it barely filled mine I really wanted to know what was going on--and what was coming out. It wasn't enough for me to be told that what we mothers did and said was of great value. I had to know WHY.

When it was decided that I could attend the Wednesday afternoon sessions with the Project staff and students, my first concern was what to do with all my kids. Some take naps, some play well together with a certain amount of attention, and a couple more arrive home from school at different times during the afternoon. Because of this variety of needs, I couldn't see that it would be possible to take them to ANOTHER day care mother during that time. But I had a friend down the street with a toddler and two older children of her own, and she thought she could help me out on an exchange basis. Well, that only worked once. Quite honestly, she told me afterwards that she was not comfortable with it, and for many reasons. We discussed these to some length because she was rather

surprised at her own change of mind. Although she was a student at Pacific Oaks herself and had done a lot of work with young children as a result, her own home was not equipped to entertain so many little ones at one time. Nor did she want to set up shop, since altering her house to make it more suitable for day care (even though it was just occasional, it seemed unfair to the children not to provide them with a reasonable environment) would conflict with the needs of the rest of her family. It was agreeable to me that she come to my house with them all, but not only would her three-year-old miss his nap, my friend was not familiar enough with my house to relax with so many children doing different things at once.

This experience brought back to me the kind of trouble I had when I had first gone back to work a few years ago, when my boys were still toddling. We lived in the mountains several miles from even a small town. We had a couple of neighbors, and so I readily accepted their offer of baby sitting. It was terribly simple and very convenient. I could even come home and take my shoes off before I collected the boys and toys and diapers and things. But the first neighbor got sick and the second was pregnant and had to quit after a couple of months, so I made arrangements with a friend in town who had decided to supplement the family income by becoming a day care mother. I worried about the legality of her venture since I knew she wasn't licensed (I'm not either!), but my children already knew her and I was comfortable enough with her methods, so I didn't have any real qualms. When my oldest turned three and expressed an interest in going to school, I enrolled him at Montessori and paid a little extra for dropping

him off early. (I had looked into day nurseries which claimed to be educational, "not just babysitting--hot lunches!," but I felt that I wanted the "best" for my child, and Montessori was the only thing I knew about at the time). In the meantime, my house was getting a little grubby and I got tired of making so many stops, so we decided to get a live-in housekeeper. After all, anybody can sweep floors in between reading storybooks and changing diapers. But it turned out to be another one of those vicious circles. Anyone already proven competent with children wouldn't be wasting her time stranded in the middle of nowhere for next-to-nothing in wages. It was too late to turn around, so I stuck with it until I gave up working in favor child -rearing. But that's where we came in.

I am very anxious for the work that has been started with this project to continue. There are so many areas yet to be explored. We have so much yet to do. The handful of people that have been reached--there are so many quarters not yet heard from. The children are growing up so fast--to hesitate means that so many more have missed the boat. I started thinking about the piddley few that have gone through my door and I wonder what hope we have to make any impression on the youth of our time. But then I multiply that small number by the number of other day care mothers, and I am overwhelmingly impressed with how far we could go as well as how much we must already have done! Perhaps it sounds like I view childcare as a means of rearing children, when actually the purpose of providing the service is to "care" for the child.

The project has been a most supportive element in my work. I feel greatly

encouraged that maybe, as a result of the great effort that so many have put into the Project, we will be able to effect a very positive change in the community day care picture. Assuming that the project will be permitted to continue, I also feel very hopeful about my career as a day care mother. While I envision great changes in my proficiency as an educator/mother, I am always aware of the real need for my services. To me this means a real place for me in the socio/economic structure of our community. I should hope that many, many more people can find this niche for themselves.

FAMILY DAY CARE MOTHERS

During a March discussion, two family day care mothers clearly expressed how they viewed themselves:

> *Mrs. H: I admire a brilliant person, but I think it is a little better to have maybe average intelligence, but the wisdom to live. It doesn't do me any good to be brilliant without knowing how to use it. There are a lot of plodders who have the wisdom to live and have succeeded.*
>
> *Mrs. M: I call it "mother wit".*
>
> *Mrs. H: I think it's knowing how to use what little you have.*
>
> *Mrs. M: You gotta have both intelligence and common sense.*

The 22 family day care mothers who were hired as consultants to our project were each unique but still had many characteristics in common. One strong feeling expressed by all was that they needed to use their "mother wit", or equivalent, in order to carry out the responsibilities they were given in caring for other people's children. The feeling of responsibility weighed more heavily on some, but was a serious consideration in each family day care mother's thoughts. "Mother wit" was acknowledged by all family day care mothers, but was not necessarily recognized for its value. The low self-esteem held by most of the women was almost universally expressed by them during the first days of recruitment: "What can you learn from me? I'm just a babysitter."

Throughout the year, the staff and students consciously made the effort to use

the term, "family day care mother," although at times, we, too, slipped into the usage of "sitter". By the end of May, most of our consultants also used the appellation of family day care mother. In the Portland Day Care Neighbor Project, the term "sitter" is used, rather than family day care mother. (Emlen, 1970.) In fact, the title of our report was taken from the words of a family day care mother at a March meeting:

> *I'm not just a baby-sitter--I'm a day care mother. A sitter comes in for an hour and you tell her what you want for your child. I decide about meals, what time they are served, what to do when and why. In other words, I'm a substitute mother. So, I'm not a sitter--I'm a day care mother.*

We found that the family day care mothers grouped themselves into three general types, although the reader must be aware that the areas described are fuzzy. (One woman may be authoritarian in one area and "friendly but firm in another.")

THREE TYPES OF FAMILY DAY CARE MOTHERS

WITH PARENTS . . .		
PERMISSIVE Family Day Care Mother	FRIENDLY BUT FIRM Family Day Care Mother	AUTHORITARIAN Family Day Care Mother
"Contract"* is flexible and deals with parents' needs at the time	Discusses and arrives at "contract"* with parents based on discussion of child rearing.	Makes definite "contract"* with parents, based on family day care mother's philosophy of child rearing.
Tries to understand parents and worries about conflict. Tries to protect parents from guilt.	Tries to understand parents and talks with them about problems	Tells parents how children should be raised
"Children do better with me, but I don't tell parents."	"Children do better with me and sometimes I talk about this with the parents.	"Children do better with me and I tell the parents."

* Informal contract (not written)

PERMISSIVE Family Day Care Mother	FRIENDLY BUT FIRM Family Day Care Mother	AUTHORITARIAN Family Day Care Mother
WITH CHILDREN . . .		
Rules flexible and may reflect individual assessment.	Rules established by family day care mother and discussed with children.	Rigid rules, conformity demanded.
"Babies" children. Family day care mother available for helping child.	Family day care mother helps with self-care.	Self-care expected.
Occasional "swat" and reasoning used to enforce rules.	Punishment and reasoning used to enforce the rules.	Corporal punishment used to enforce rules.
Routine based on children's needs.	Routine based on children's and family day care mother's needs.	Routine based on family day care mother's needs.
Cannot handle aggressive child.	Attempts to work with aggressive child.	Will accept challenge of aggressive child.
WITH OTHER FAMILY DAY CARE MOTHERS . . .		
Is introspective about problems. Becomes personally involved.	Talks about problems and possible solutions.	Will not admit to any problem.
Has many self-doubts. Is modest and shy.	Comfortable in role of family day care mother.	No apparent self-doubt.
Staff may have to insure time for discussion or contribution.	Insists on being heard.	Dominates discussion.
NUMBER TO WHICH APPLIES:		
4	16	2

The following are composite descriptions of family day care mothers involved in our program. They are representative of what we have observed of the three types described in the chart above, but are not real people. Where quotes are used we are using observations and records compiled by staff and students:

Permissive Family Day Care Mother

Mrs. Start is a shy, retiring person. She is the mother of three teenage daughters who seem to be a constant worry to her and her husband. The Starts live in a lower middle-class neighborhood and take pride in the appea rance of their home. Mr. Start works in a large firm as a dispatcher. He works long hours and comes home in time for dinner. He is supportive of Mrs. Start's work with children but has little contact with the small children.

Mrs. Start prefers to care for very young children and will take no more than two babies or toddlers into her care. The adolescent daughters and Mrs. Start find the care of the children one area where they can meet with some degree of civility. The daughters come home from school and immediately get involved with the toddlers, not their homework, to Mrs. Start's consternation. There is a great deal of attention given the babies, and Mrs. Start finds herself fitting her schedule to that of the children. She is very attached to the little ones and establishes close ties with the parents of the children. The daughters are often asked to care for a baby at the child's own home if the parents go out in the evening. One mother goes to Las Vegas every two months or so for a week-end, and Mrs. Start will care for the child during this period. When a child is no longer in her care (usually because the mother stops working), Mrs. Start

visits or asks the child to visit her.

Mrs. Start is unable to establish a firm contract with the parents. Fees are based on what she thinks the parents can pay. The payments are sometimes overdue, and Mrs. Start finds it difficult to remind parents of this fact. As a result, she finds herself with many unpaid fees that are due. This family day care mother has purchased diapers for a youngster because the parents "don't bring enough". She washes the diapers because she knows "how hard the mothers work and would like to lighten their burden." However, she sometimes finds herself feeling angry with those "who don't care enough about their children". She finds it difficult to discuss the children's problems with them. When a parent asked her to start toilet training an "11-month-old child", she simply refused. "That's too early for Janie." The mother was upset, but the issue was never discussed again. Eventually that child was removed from the home of Mrs. Start.

Mrs. Start is licensed and has obtained many of the children in her care through newspaper ads.

Her day is a very relaxed and long one. She receives the toddlers early in the morning (6:00 and 6:30 am) and puts them back to sleep in cribs in her room. When they awaken, she bathes them and feeds them breakfast, letting the children set their own pace. Self-help is encouraged, and as a result, the bathroom and kitchen have to be "picked-up" after each bath and mealtime.

Mrs. Start likes to walk, and she is often seen with her two toddlers walking to the market, park or just around the block. Mr. Start has devised a stroller that will hold both children. Lunch is served early and might consist of a thick soup she has cooked the night before, bread and butter, fruit and jello for the children and herself. She rests after lunch dishes have been cleaned and the children are napping. When the daughters arrive from school, she busies herself with dinner while they play with the children.

There is a good deal of interaction between the young children and Mrs. Start. She talks and sings to them and has made and purchased toys that they can manipulate. She permits them a great deal of freedom to explore, and they may be found among pots and pans while she is in the kitchen, in the living room playing with manipulative toys, or outdoors in the garden.

At center meetings she seldom talks, although she indicates her enjoyment by talking to the staff and students on an individual basis. The one topic on which she becomes verbal has to do with adolescence, and then the problems of her daughters are raised.

Most of Mrs. Start's friends are working mothers, and they have been encouraging her to find a job out of the home. She has toyed with the idea, but always comes back to "love of children" and the comfort she finds in being at home. She finds herself in conflict over this issue because there is not much status in caring for children, but it is what she enjoys and finds rewarding.

Friendly But Firm Family Day Care Mother

Most of the women (16) in our project would be a variation of this type. It is difficult to make one composite of these family day care mothers because they represent many cultures, life-styles and socio-economic strata. All of the Mexican and Mexican-American and Latin family day care mothers (5) fit into this category, but again, the variation is great. We will call her Mrs. Monte and try to paint a broad picture.

Mrs. Monte is a modest, plumpish woman in her 30's. She has two children--one boy, 3 years old and one girl, 5. She is vivacious and stylish, wearing pant-suits, boots, a wig now and then, and just the right amount of make-up and jewelry. She loves to putter around the kitchen with the children and is involved in sewing, arts and crafts and do-it-yourself kinds of activities.

Mr. Monte is a plumber and works for a large plumbing firm in Pasadena. His hours permit him to come home in the early afternoon when he cares for the yard and works in his tool shop. He wants a large family but finds it financially unrealistic and is pleased that Mrs. Monte is a family day care mother. He plays with his own and the five children who are in the care of Mrs. Monte and becomes involved in their trials and tribulations. Mr. and Mrs. Monte have an active life centered around their church and their children. They take family camping vacations every summer.

Mrs. Monte first became involved in family day care when a neighbor asked her to care for her young child. The neighbor wanted to help her husband in a new

business venture and planned to work for no more than three months. Mrs.Monte was then asked by a friend of a friend if she could care for another child. And so it went. Mrs. Monte is now caring for five children (other than her own) from 18 months to 5 years of age. It all seemed like a natural development, since their house is the place where most children in the block congregate. Every child in the immediate neighborhood has called on the Monte household for information, help or just plain fun at one time or another. Family day care made it possible for Mrs. Monte to continue her work with the children, and, in addition, she earned a bit of "pin money".

The Montes are in the process of obtaining a license from the Department of Public Social Services. They weren't aware that a license was necessary until one neighbor asked if they were licensed. Mr. Monte almost dropped the whole idea of licensing after the orientation meeting conducted by Department of Social Services personnel. The requirement of being fingerprinted offended him. But he and Mrs.Monte went ahead with the application because "we wouldn't think of operating outside the law, although the license doesn't offer us a thing."

The Monte home, located in a working-class area is well lived in. Mrs.Monte apologizes for the toys and equipment scattered about the house. She explains that she gets things in order once a day because the children are "free to use any room in the house as long as they stay within bounds. So why try to clean up all the time?"

Mrs.Monte makes a verbal agreement with the parents of the children in her care.

They establish a fee that is mutually agreeable (families pay different fees, depending on their jobs, hours of care and the way Mrs. Monte feels that day). In the evening at "pick-up" time, this family day care mother and the parents of the children talk informally about the children's day. If there is a problem Mrs. Monte may offer a few suggestions to the parents. If this doesn't "work out", she has in the past, refused to keep three children. They were "aggressive, destructive boys that couldn't benefit from the environment I had to offer. They needed nursery school." She prefers infants (2 years and younger) to care for but is changing her thinking on this subject. "I become so attached to the babies, it's hard to give them up if the momma stops working. The house is quiet and empty, and I swear I won't take any more babies--until I see them."

Mrs. Monte has no scheduled plan for the children. She may take them to market or bank during the day. One Monday a student reported:

> *I was escorted to the family room at 9:30 where all of the children were watching Sesame Street. After the program was over, we left in a station wagon to go to the park. Mrs. Monte carried a bucket of fruit peelings and old bread to feed the ducks in the pond, a blanket to spread out on the damp lawn, some children's books and equipment for changing and feeding the 18-month-old. The children used the equipment and played joyfully for most of the morning.*
>
> *We returned home at 11:00 and Mrs. Monte baked her home-made bread which had risen while we were away (the children had shaped several small loaves of their own early in the morning). An early lunch was served that consisted of home-made bread, honey, butter and home-made cheese pizza. Fresh orange slices were served*

for dessert with milk.

Some children went into the family room while Mrs. Monte did the dishes. The five-year-old helped with the drying and putting away of the silver while she chatted with the family day care mother. The other children went into the family room and played with some cardboard blocks and puzzles. The toddler moved between the kitchen and the adjoining play room. Mrs. Monte, after finishing the dishes, started to read a Dr. Seuss book to the children, but Patsy (the 18-month-old) became fretful. She was taken to the bathroom where she successfully used the potty chair. Mrs. Monte then put Patsy to sleep in the crib in her bedroom and went back to finish reading the book to the other children.

Mrs. Monte attends center meetings and usually has a great deal to contribute. She states her opinions frankly and raises problems she has had with a child, especially around the subject of discipline. She has lightly swatted her own children, and, on occasion, the family day care children. "After all, I'm really their substitute mother, and they are like my family. But I don't like to make a habit of it. I should be able to reason with the children." She does not approve of hitting children as a usual approach to discipline.

Mrs. Monte is interested in enrolling in a class in child development at Pacific Oaks College. She is a little afraid to do this since she has "only finished high school". She feels it would be good to be with other adults, but would have little to offer and much to learn. "I love kids--guess I love to do kid things, but I do get lonely for adult talk some days."

Authoritarian Family Day Care Mother

Mrs. Johnson is a neat, large woman in her early fifties with a family of three grown children. Two of her children live at home and contribute their share of board and room to Mrs. Johnson. One son is a policeman, and two work for the city of Pasadena. Mrs. Johnson is an outgoing woman with a great deal of energy and enthusiasm. She is involved in church, community and PTA work as well as being a family day care mother for eight children. "I love children" she says, and takes great pride in the meals she offers to those in her care (breakfast, lunch, sometimes dinner and snacks). Mrs. Johnson is a widow and has assumed the full responsibility for managing her home. This family day care mother -

> *"runs a home that is structured to meet her needs. When it is time for naps, all of the children take naps. All have their own places, and when told to go to sleep, they follow the rules to a tee. When eating, each child has his place, and if there is some confusion, Mrs. Johnson quickly settles the argument with a threat of punishment. The children are not permitted to use the house at will. They have a part of the house for their own use. Privacy is limited in this situation, and this calls for the children to make adjustments. This also causes some friction between the children and Mrs. Johnson. Mrs. Johnson does not have many toys for the children to play with. She does not want the responsibility of holding down the conflict that arises among the children over toys."*

Routines such as napping, toileting and eating are scheduled and carried through with little emphasis on teaching children techniques of self-help.

> *Mrs. Johnson has two children that require diapering, and she doesn't encourage self-help, particularly with dressing. Perhaps if she*

would take the time to encourage Jane and Tom with small tasks such as putting up their overalls, it would be of benefit to her and the children in the long run.

The children in Mrs. Johnson's care have learned to play together. There is a good deal of peer interaction in their play with little input from an adult. She only interferes when there is concern about their physical safety. They are brought to, and returned from, the family day care home in the same physical condition, i.e., if they are brought clean, they leave clean, etc.

Mrs. Johnson freely gives advice to parents about the do's and don'ts of child rearing, advising them to shape up in terms of toilet training, weaning and discipline. She is a strong believer in preparing children for later life experiences and believes this can best be done by early self-discipline and denial.

Licensing means little to Mrs. Johnson. She was licensed at one time, but found few advantages in the process, so she has let her license expire. Even when she was licensed, she had more children than the law allowed, so she now operates a full house without benefit of a license.

In center meetings, Mrs. Johnson always has an opinion on any subject raised. She is a happy, bubbly person and is well-liked by her colleagues. She is always ready to offer help or advice and is confident that her way will work. After all, "there is no such thing as a child I can't handle".

In order to describe the many factors that are involved in family day care homes, the staff worked out a questionnaire that was answered by the family day care

mothers. Each mother was personally visited by a staff member and together they filled it out. (see Appendix C.) The figures used in this study are based on personal interviews with 21 family day care mothers and logged reports of students and staff. We were unable to obtain information from one family day care mother directly, although we have observations by students and staff. This family day care mother had at least 28 children in her care at a given time. Where we were unable to ascertain the facts, we eliminated her from the data; thus there is a discrepancy of 28 children and one family day care mother in some of the following figures. (This symbol ☆ will signify the inclusion of this family day care mother in the tables to follow.)

Characteristics of Family Day Care Mothers

The family day care mothers involved in the project represent a broad variation in age and ethnic background and socio-economic status. Over 77% of the family day care mothers are of working class or lower middle class status.

TABLE 1

CHARACTERISTICS OF FAMILY DAY CARE MOTHERS ☆

Age (in years) of FDCM*	No. of FDCMs	Ethnicity of FDCM	No. of FDCMs	SES of FDCM	No. of FDCMs
20-29	3	Black	12	Very Poor	2
30-39	7	White	5	Working class	9
40-49	5	Latin or Mexican-American**	5	Lower Middle class	8
50-59	5			Middle class	3
60-69	2				
	22		22		22

* Family Day Care Mothers

** Of these, 4 are Spanish-speaking only; 1 is bi-lingual.

Seven of the 22 family day care mothers are in their 30's and have a total of 19 children of their own, 16 years old and younger, living at home. It appears that this age group would most likely be day care mothers, since their own are still young and at home.

TABLE 2

AGES OF FDCMs' OWN CHILDREN STILL LIVING AT HOME ☆

Age of children in years	Sex	
	Boys	Girls
Less than 3*	3	1
Over 3, less than 5	2	3
Over 5, less than 9	9	3
Over 9, less than 16	6	9
	20	16

* No FDCM in this sample has children under the age of 12 months

"There is a Papa Around"

Interestingly, 19 of the 22 family day care mothers have husbands. We have hypothesized that this permits the women to stay in the family day care field, since most women could not possibly support themselves solely on what they earn. Family day care mothers in our project receive supplementary income from husbands, children, other jobs, or pensions. The number of males in the home adds much to the enrichment of the children -- after all, it really is nice to have "Pasha" come home from work on the night shift and invite Patsy to make a snack with him. And even if "Papa" isn't around, his pants hanging on the hook of the bathroom door or the slippers under the chair give the sense of a man in the house.

Fees of Family Day Care Mothers

The income of the family day care mothers varies greatly according to the needs of users and givers. For example, one working-class family day care mother charges as follows:

TABLE 3

FEES OF ONE WORKING-CLASS FCDM

Ages of Children Cared For		Fee Per Week	Hours Cared for
3 Years, 10 Months	Siblings	$ 30.00	8:00 am to 5:00 pm
5 Years, 3 Years	Siblings	22.00	8:00 am to 5:00 pm
2 Years, 2 Years	Siblings	25.00	8:30 am to 5:00 pm
19 Months		15.00	8:00 am to 4:00 pm
7 Years		8.00	1 hour per day
8 Children		$100.00	

The fees range from $7.00 to $22.50 per child per week. Most family day care mothers charge from $15.00 to $20.00 per week per child on a full-time basis:

TABLE 4

RANGE OF FEES CHARGED BY FDCMs

Full Time per week		Part Time per day		Part Time per hour	
No. Children	Fee	No. Children	Fee	No. Children	Fee
1	$ 7.00	3	$2.00	1	$0.30
3	10.00	3	2.50	1	0.50
15	15.00	6	3.00	2	.60
2	17.50	1	3.50	1	1.75
14	20.00	2	4.00		
3	22.50				
51		15		5	

Over 49% of the children have brothers or sisters who attend the same family day care home.

TABLE 5

FEES FOR SIBLINGS IN FAMILY DAY CARE

Two Siblings in Attendance				Three Siblings	
Daily, Full Day		Non Daily, Part Time			
No. of Sets of 2 Siblings	Fee per sets	No. of Sets of 2 Siblings	Fee per set	No. of Sets of 3 Siblings	Fee per set
6)	$15.00 per wk	1	$1.00 per hour	1	$25.00 per wk
2*)		2	4.00 per day	1	3.00 per day
3)	$20.00 per wk	1	6.00 per day	1	1.00 per hour
1*)		1	7.00 per day		
1	$22.50 per wk				
1)	$25.00 per wk				
2*)					
2	$30.00 per wk				
1*	$35.00 per wk				
38 Children		10 Children		9 Children	

* One of set in full attendance, one part-time

A sliding scale is usually established by the family day care mother when there is more than one child in a family. Fees are also based on the age of the child (more is charged for infant care). Most family day care mothers also charge according to what the mother can afford. They seem to have a ceiling, but no floor on charges. Comparing the fees to proprietary day care centers, the charges are generally less. Most private group care facilities in this area charge a minimum

of $22.50 per week.

Most family day care mothers in our program average $75-$100 per week, based on the figure of five children per home. This is not a "get rich" business, since food, toys and wear and tear on home equipment and furnishings must come out of the total fee, to say nothing of hours family day care mothers work.

TABLE 6

HOURS FDCM WORKS ☆

Hours per day		No. of FDCMs	
8		1	
9		2	
10		5	
11		8	
12		3	
13		3	
239	Total Hours by	22	FDCMs

Average Hours Per Day for FDCM - 10 Hours, 15 Minutes
(With a Range of 5 Hours)

The services offered also vary according to the needs of parents and ability and disposition of the family day care mother. Some take the children to the doctor (7) and shopping for clothes (2); all provide food (although the meals may vary), and some wash and iron clothes for the children (4).

TABLE 7

SERVICES PROVIDED BY FDCM ☆

Service	No. of FDCMs who: Provide	Do not Provide
Breakfast	16*	3
Lunch and snacks	20	2 bring own
Will give a special diet	22	0
Milk	17	5 bring own
Infant:		
Food	9	13 bring own
Diapers	4	18 bring own
Bottle	4	18 bring own
Toys	21	1 brings own
Furniture (cribs, high chairs, cots, etc.)	16	6
Washing and Ironing	4	18
Take children to dentist	1	21
Take children to doctor	7	15
Take children shopping for clothes	2	20
Take children for haircut	1	21
Take care of children with colds	14	8
Will take care of children with contagious disease	8	14
Will administer medicine	22	0

* Three additional FDCMs will provide breakfast if mother asks.

None of the family day care mothers have formal contracts with the users. Six have a firm verbal contract in which rules of the household, fees, discipline, and time schedules are clearly defined; 16 have indecisive verbal agreements that may cover one or two items such as food, fees, hours and discipline.

The flexibility of family day care is reflected also in the manner in which fees are collected. Rather than adhering to a rigid system of payment, the family day care mothers' method of collection varies from being made to synchronize with the date the parents are paid (5) to regular weekly payments (13) or at the end of every two weeks (4).

Hours

Family day care is not a "sometimes thing" for most family day care mothers. Some women will care for children during weekends, swing shifts and at odd hours that most group centers will find impossible. When asked about the time children arrive and depart, family day care mothers responded as follows:

TABLE 8

EXTREMES OF ARRIVAL AND DEPARTURE ☆

Earliest Hour Child Has Arrived*	No. of FDCM	Latest Hour Child Has Stayed	No. of FDCMs
Between:		Between:	
5:30-6:00 am	4	6:00- 7:00 pm	4
6:00-6:30 am	10	7:00- 8:00 pm	1
6:30-7:00 am	3	8:00- 9:00 pm	6
7:00-8:00 am	4	9:00-10:00 pm	3
8:00-9:00 am	1	10:00-11:00 pm	3
		11:00-12:00 midnight	2
		12:00- 1:00 am	3
	22		22

* One child has regular hours of 1:00 to 11:30 pm

Length of Time Family Day Care Mother Has Been Involved in Child Care

We questioned how stable family day care was from the point of view of the women involved. The consultants in our program ranged from just starting to 20 years in the field. Approximately 23% had been involved for one year or less; 27% had been involved from one to four years; 26% from four to eight years.

TABLE 9

LENGTH OF INVOLVEMENT IN FAMILY DAY CARE ☆

Years in FDC	No. of FDCMs
Less than 1/2	1
From 1/2 to 1	4
1 to 2	1
2 to 3	2
3 to 4	3
4 to 5	1
5 to 6	1
6 to 7	3
7 to 8	3
10 to 11	1
14 to 15	1
20	1
	22

When asked why they became family day care mothers, the women gave these reasons:

TABLE 10

REASONS FOR BECOMING AND STAYING ☆
A FDCM

Reasons	No. of FDCMs
For Becoming:	
Request of friend, relative, or neighbor	12
Desire to stay home with own children	6
"Just fell into it"	2
Substitute for being a foster mother	1
"For the Money"	1
	22
For Staying:	
"I like children, and the money helps"	17
"For the Money"	4
"I want a sister for my daughter"	1
	22

The Children in Family Day Care

Family day care provides the most care for children in the one to three-year age range. Since there is no group center care for children under ages 2 1/2 (and they usually must be toilet trained), this is a logical outcome. It may also explain the reason for over 24% of the child population represented being in the infant (2 and under) category.

TABLE 11

AGES OF CHILDREN IN FAMILY DAY CARE

Age of Child in Years			No. of Children
0	to	1/2	2
1/2	to	1	6
1	to	2	20
2	to	3	27
3	to	4	14
4	to	5	20
5	to	6	12
6	to	7	6
7	to	8	3
8	to	9	4
11			1
		Total	115

The children in this study of family day care come from a variety of backgrounds. Over 48% are from working-class homes; almost 28% are from homes of professional parents; a little over 17% from lower class homes and 6% from the middle class. Over half of the children in the study are black and out of 115 children, only 7 are of Mexican or Mexican-American or of Latin extraction.

TABLE 12

CHARACTERISTICS OF CHILDREN IN FAMILY DAY CARE

SES of Child	No. of Children	Ethnicity of Child	No. of Children
Lower Class	20	Black	74
Working Class	56	White	28
Middle Class	7	Mexican or other Latin extraction	7
Professional	32	Mixed	4
		Oriental	2
	115		115

Integration within the family day care homes was more widespread than we anticipated, given the barrio and pocket ghettos of Pasadena.

TABLE 13

INTEGRATION OF FDCM HOMES ☆

Integration of FDCM Homes	No. of FDC Homes
Black only	7
White only	3
Mexican only	2
Mixed	10
Total	22

The family day care mothers with the homes that were not integrated were of the same background as the children. Those homes that had an ethnic mix were composed of 5 black, 3 Mexican-American and 2 white family day care mothers. One of the Mexican-American women told us of her delight in keeping a 3 year-old Anglo child since they were teaching each other their native languages.

Prescott (1964) pointed out that 47% of the children enrolled in center programs in her study were only-children and 40% were youngest children, making a total of 87%. Under 32% were only-children, and 39% had only older siblings in our study of family day care , making a total of 71%. Under 23% had younger siblings, and 6% had older and younger siblings. 34 of the 115 children were from single-parent families.

Distance Traveled to Family Day Care Mother's House

The majority of children (72%) lived within a 1 to 2 mile radius of the family

day care home. In California, that is considered "in the neighborhood". Over 46% of the children were within walking distance of the family day care mother's home.

TABLE 14

DISTANCE CHILD TRAVELS TO FAMILY DAY CARE HOME

Distance in Miles	No. of Children
Less than 1	53
From 1 to 2	30
From 2 to 5	12
From 5 to 9	11
10 or more	9
Total	115

Of those who live less than a mile from the family day care home, 13 are within the same block and 12 more within 4 blocks.

Referrals

Most users and givers of child care services were matched through a friend's referral.

TABLE 15

HOW PARENTS FIND FDCM's

Mechanism for Finding FCDM	No. of Children
Friend's referral	46
Family referral	17
Neighbor referral	12
DPSS referral	11
Newspaper ad	10
Grandchildren	6
School Referral	6
Church friends' referral	5
Postman referral	2
Total	115

The Stability of Family Day Care

The turn-over in family day care homes seems to be in proportion to the quality of the match between parents and family day care mothers (Emlen, 1970). While it seems that there is a high rate of turn-over in the first year of relationship, we feel that this does not reflect the enduring ties that a majority of the family day care mothers have experienced with children in their homes.

TABLE 16

LENGTH OF TIME CHILDREN HAVE BEEN IN FAMILY DAY CARE

Time In Years	No. of Children
Less than 1	50
From 1 to 3	49
From 3 to 5	11
More than 5	5
(5 FDCMs had just started caring for children in the last year. This accounts for 21 children in the less than one year category.)	115

It would also appear that the length of the relationships in this study are of a longer average duration than that of Portland (Emlen, 1970).

What's in a Name?

We noted that many of the children called the family day care "mama" or "mommy". In answer to our question, "What do the children call you?" most (15) said they are called some form of "mother", some (6) are called by name, and one is called "Aunt Phine".

Trips and Pets

All of the family day care mothers take trips around the neighborhood. They take the children to the park, market, bank, shopping, library, fire station, etc. Additional special trips include visiting the County Arboretum (2), camping (1), zoo (1), short-train trip (1) and a weekly visit to a farm (1).

Pets are part of the family in 13 family day care homes ranging from both dogs and cats (2), dogs only (6), cats or guinea pigs and mice (3), to fish (2).

Licensing

Twelve of the family day care mothers were licensed and 10 were unlicensed. Programs varied according to family day care mothers, and licensing was not a guarantee of quality.

In summary, the variety and differences that make up family day care add to its potential richness. Choice is one of our treasured resources, and family day care offers choices in everything from ethnic background to distance from the home; from kinds of services provided to hours of care offered; from fees to family day care homes with or without pets.

CENTER MEETINGS

The center meetings with the family day care mothers proved to be an excellent source of knowledge about the problems and joys of caring for children in small family settings. All of the meetings were recorded on tape. A staff member translated into Spanish when necessary. We met on Wednesday mornings from 9:30 to 11:30, generally in our center, although we did try to meet in other settings as well:

- One mother suggested we have an outing in the park so that we could observe the children that were being discussed. We met at La Pintoresca Park and Library with the students along to care for the children. After a rather informal meeting which included babies cooing, gurgling and crying, and toddlers and preschoolers using the equipment with different levels of skill and ability, we met in the library for a short discussion on books and the use of the library.

- Another time we met at a family day care mother's home (at her suggestion). This meeting didn't work out too well since the children wanted to join the adults. Although the field demonstration assistant tried to keep the young children busy and occupied, they felt more inclined to join the adults (especially the family day care mother) than play with their peers.

- We also went to Pacific Oaks College for two meetings. The family day care mothers had requested these meetings so that they could look

at the equipment and environment of the children's school.

We had originally planned to meet more often than once a month with the family day care mothers; however, this proved to be unworkable (we had to provide field demonstration assistants to take care of the children while the women attended a meeting).

The center meetings were attended by the staff (director and assistant directors), usually one student and four to six family day care mothers.

Initial Meetings

We generally started all meetings with a free-flowing discussion that often continued for two hours. Our first four meetings, initiated on September 30, 1970, covered some of the business aspects of our relationship, i.e., the signing of consultant contracts with Pacific Oaks and a discussion of the contract as well as the $10 payment per meeting to each family day care mother. A typical response to the signing of the contract was that "I'm just a babysitter" and would have little to contribute to people from Pacific Oaks. Our staff expressed and maintained the attitude and, more than ever, strongly believe that we had a great deal to learn from our consultants. They are significant, meaningful adults to the parents, infants and young children with whom they have contact; indeed they are teachers, confidantes, advisors, etc.

Our meetings covered a variety of subjects and included:

- discipline (this topic was raised by the family day care mothers

at each meeting -no matter how the discussion may have started)

- how to help and work with aggressive or shy children
- feeding, bottle feeding and weaning
- toilet training
- programming and routine
- the care of sick chil en
- religious training
- moral training
- sex education
- male image in the home
- parent relations - including:
    - working with parent guilt
    - different value systems
    - counseling parents
    - acting as substitute parent in emergency situations
    - the contract (fees, hours, etc.)
- Family day care homes as neighborhood centers
- difference between family day care and group care of children
- how to upgrade family day care
- ideas for our future proposal
- growth and development

In addition to the topics covered, five "experts" joined our meetings at separate times:

1. Charles Kaplan, representative of Lakeshore Equipment Company, demonstrated and talked about the use and value of a variety of toys and equipment.

2. Polly McVickar, Pacific Oaks and UCLA faculty member, demonstrated and talked about the use of books. She developed a simple book list which we printed and distributed to all the family day care mothers.

3. Liz Prescott, Director of Research, Pacific Oaks, talked about her experience as a user of family day care.

4. David Burke, Director of Children's School, Pacific Oaks, spoke and answered questions about the Children's School.

5. Bea Seligman, Early Childhood Specialist, Los Angeles County Schools, conducted a music workshop.

In order to give the reader a flavor of the kinds of discussions that took place on Wednesday mornings, we have included excerpts from the rich material we have preserved on tapes.

Discipline:

All of the family day care mothers use some form of physical discipline ranging from the "swat" to the "switch on the bottom" to "the whipping". They combine this with reasoning, "dirty looks" and/or isolation of the child.

Mrs. J - I would like to know what you do with the bad tempered ones?

Mrs. K - I had that kind - for three years he would "fall out" - and I broke him in one day and I never hit him a lick. Those kinds of kids just don't exist. I just ignore him. I was just sitting there and I was just as comfortable when he would "fall out." I would just get up and walk out of the room and when he would open his eyes I would be gone and he wouldn't have an audience. He just didn't exist.

Mrs. N - I had two that were hell on wheels and I whipped them in front of their parents and took them out to the car and locked them

Mrs. N. - continued

in while I talked to their parents.

Mrs. F - I do very much as Mrs. K does. When a child is having a temper tantrum, it is best to ignore him. I have one that is hell on wheels - he is close to a year and into everything. I don't believe in spanking. So, I put him in a little fenced yard and let him scream.

Another group discussed the topic this way --

Mrs. H - I am replacing his mother. I think things should be solved in a rational way. It does not mean that I don't swat. Interaction is important.

Mrs. V - I start with, no, no - but I give him leeway because he has to learn about things on his own, too.

Mrs. P - I have a biter. I don't know what to do, but to put him in the corner.

And still another group:

Mrs. U - I would like to know more on how to handle behavior problems. Father or mother say spank him and you have to know the timing. A spank on the fanny is all right but there are other alternatives.

Mrs. K - I don't go along with the spanking on the "fanny" as you called it. I spank them on the legs and hands. If they are disobedient with their hands, I spank their hands. I have large hands and I heard that you can hurt a child spanking on his "fanny". I always wanted to be a nurse and help people so I pay attention to things nurses or doctors say and I picked this up from one of them.

Mrs. Z - When you have a license they tell you you aren't supposed to hit them, but you get a parent who says "I'm having trouble with this child who is kicking and slapping me, so if he does this to you, spank him."

Mrs. U - Yes, some parents tell you this.

Mrs. K - The child was crying and I put him in a bedroom and he stopped crying so then he came out. I think that anyone in child care gets involved in discipline. That's an invaluable thing to do for a parent, you have their most valuable possession.

Mrs. Z - You help the child, you help the parent.

How to Help and Work With Aggressive and Shy Children

Several of the family day care mothers have expressed the feeling that the curious, aggressive child (usually a boy) is better placed in a nursery school or children's center. The equipment and indestructible surroundings are "better" for that child. Some have handled this kind of child with restrictive discipline; others refuse to keep the child; a few have accepted the challenge with optimism.

Mrs. W - What about aggressive boys?

Mrs. H - This is what I am interested in - I want to know how to handle him without having to spank him. I do not feel they should be spanked for making mistakes. But a child who kicks and is mad at the whole world and refuses to do as they are asked - then what do you do?

Mrs. Q - I have had John for two years and a couple of swats on the bottom is all that is needed. Once I ask the children to sit at the table, they don't have to eat, but they do have to sit at the table. John kept jumping up and down, one swat was all he needed.

Mrs. T - I expect the parents to cooperate - if I get a child. I had a child for a week that went around biting and took everything away from other children. When his mother would come for him, he would also kick her and he was beyond what I wanted in my household and I asked her to take him out and she did. A mother who won't cooperate with me - I don't want her child.

Mrs. T - continued

I realize that that kind of child may find it hard to find anywhere to stay, but I owe it to the other children.

Mrs. H - I have a question for you. You work in a nursery school and if you have a child like that--what do you do?

Staff - At a place like Pacific Oaks we are much better equipped to handle a child like that. We have more adults in the group, and sometimes you have to assign an adult to the child, and the adult just stays there and takes responsibility for seeing that he learns what needs to be learned. In group settings where they don't have that many adults, I think they make the same decision you do - they can't manage a child like that.

There was also a good deal of discussion centering around the "shy" child:

Mrs. T - This is one of Jerry's problems. He was put into a day nursery and he was supposed to be trained and they put him through a crash program. When he went to the day nursery he was supposed to do a lot of things - "now, we are all going to do this, then that" and he's only 2 and he doesn't do those things. He became so upset that his parents were beside themselves about him. When I got him I had to sit beside him and pet him, when he would take a nap, he was unstrung. This is the family that is so happy to have him scream when he leaves me. Such a change!

Mrs. L - I had a shy child - she wouldn't talk or move. This little girl that didn't move - would paint. She would participate in that. I just let her sit there. Now, her mouth doesn't stop - she's the leader.

Mrs. O - A child like that I kiss and hug and pet. Robin was that way. She would just sit and look, but she told me something with her eyes. I would hug and kiss her and told her how pretty she was. She came out more; she's a chatterbox, but still shy with strangers.

Mrs. L - I tell them "what a pretty dress" when they walk in and they love that. Some parents were getting a divorce; the mother was upset and the child just sat, couldn't sleep or play. But now she's ok.

Feeding, Bottle Feeding and Weaning

Food and feeding seemed to be an extremely important function of the family day care mother. The giving of food for sustenance seemed to be symbolic of the "giving" of themselves to the children in their care.

Mrs. C - My kids want to eat a lot of sweets.

Mrs. M - There is a way of counter-acting that though. You have nothing but what is good for them around - no cookies, just apples, bananas, raisins, oranges, milk sandwiches. I bake whole wheat bread for that reason because I know it's as good as a bowl of cereal. I grind my own flour - it costs me 4¢ a pound - I bake my own bread - what do you pay, 40¢ a loaf? - it costs me 15¢. I buy a forty pound box of apples for $4.00.

Mrs. X - I give them lunch and snacks. If they come early, they bring their own breakfast. They bring cereal and milk. I am too busy getting my own children off to school.

Mrs. D - I have tried that, but it is too much confusion.

Mrs. C - I give some breakfast. All get the same lunch.

Mrs. F - What about fussy eaters? Do they all eat the same thing?

Mrs. C - At lunch they will say, "I don't want this - I don't want that." I just turn around and don't pay attention and they just eat. I have no problems.

Mrs. X - I always have soup and sandwiches so a child can find something they like.

Mrs. C - The children like dessert.

Mrs. H - I don't serve dessert.

Mrs. O - I do - jello or pudding. I sit them down - I have ground round and vegetable or macaroni. I tell them they can't have jello if they don't eat their ground round. "We want jello, Mama!" That works with me.

Another Group:

Mrs. V - If I serve soup - I tell them they have to finish their soup so that I can put dessert into their bowls - that works with me.

Mrs. I - I have a six month old girl who was just listless and just sat. But you should see her now - she's fat and moves around. I tell her a story while she eats even though it takes time. She's a lovely girl.

Mrs. R - I had two little ones who didn't eat. I just put a little on their plate every day, even though they didn't touch it. They had to sit there - even if they didn't eat. Now they eat everything but fruit.

Mrs. P - I feel there should be one hot meal a day. We have hot cereal in the morning and we might have a sandwich with some kind of fruit for lunch, but I make sure they have at least one hot meal. So, if we have a cold cereal that morning, then they will have hot lunch.

In duscussing giving of the bottle to babies and the subsequent weaning:

Mrs. T - I never gave a baby a bottle in bed - I have never given a baby a bottle by itself. When our daughter was born, she was a premature child and we had some complications and I wasn't allowed to nurse her and I always felt that this little part of being a baby and a mother is something special - so I always held her. She was never given a bottle unless she was held and I do this with my other

Mrs. T - continued

babies too. When it's time for their bottle, I hold them or if they learn to sit up and drink the milk and then they finally don't want the bottle at all - they will just push it away themselves. I have had mothers who at home just won't give them a bottle and say they have to drink it from a cup and I just tell them, well, I don't do that. If you want to do that at home that's all right, but I won't do that.

Mrs. C - A lot of big kids come with bottles, but they don't use them at my house -- they go to sleep without a bottle. Some mothers say, "I can't get her to go to sleep without a bottle." But they don't see other kids with bottles - so it is easy to give up. I would give it to them if they really wanted it; if they hollered for it - but they don't even ask.

Toilet Training

Most family day mothers assume the responsibility of toilet training children as standard operating procedure. They usually charge more for children who are not trained. Some provide the diapers and wash the soiled clothes.

Mrs. T - Jimmy has had a big problem with toilet training. He was taken to a center where he had to be potty trained and it scared him to death. Now that he is with me he's beginning to think about it again. So now he tells me when I change his pants -- "I'm getting bigger and I'm gonna go on the potty" and I'll say, "wanna go now?" "No..." So, I just say, "when you are ready to go you call me and I'll help". But he's starting to think about it and I think that's better than if I'm racing in there all the time for nothing. You know, starting something he's not ready to do yet and this is the way I trained my own. I talked to the pediatrician about it and he said the child who says "I have to go" is trained, but a child who is dragged off to the bathroom every 30 minutes and never has any wet

Mrs. T - continued

pants, the mother is trained. Just leave the bathroom door open when anybody has to go to the bathroom. It is a normal process and when they have to go to the bathroom, the other children will get the idea that this is the way you do when you are not a baby and when they want to grow up.

Staff - How old is the child when you start the training?

Mrs. U - It has to be two years old.

Mrs. J - Two? That's old.

Mrs. O - No you have to start when they understand. Do you see Dr. Linden on T.V.? He says it does something to their personality if you start too young. It makes them too particular or something when you start too young. I listen to my children because they have children. They go to Kaiser and they have a good program there and they tell me these things. Years ago they trained them when they were young - 5 months or so.

Mrs. R - Well it's possible that it works that way with some children. I have a child, Ron, and he's about 17 months and I sit him on the pot and he stinks the pot and he has the best time and he just hollers and laughs. He just said that's it. I'm supposed to do this. That's a grand thing.

Mrs. O - Robin does potty in her pants, but I don't let her. I say, "you tell me" and every 1 1/2 or 2 hours I remind her and she does. "I do potty, Mommy" and I praise her.

Mrs. U - When they are the right age, - it takes 4 or 5 days of work and then it is over for giving up bottle or potty training. The child has to be ready.

Mrs. J - A lot of parents say, "they are potty trained" because they know I charge more if they are not trained.

Programming and Routines

Most family day care mothers have established a routine to fit the needs of the children in their care as well as their own:

Mrs. R - I do my housework and then before nap time, I ask them if they want to tidy up the room and pick up the things and put them away.

Staff - So they help you?

Mrs. R - Yes, they help. I have them do that. I have a box where they put everything. Before they leave in the evening, I say it's time to tidy up. I use the mop and dust but I have them pick it up because those are the things I think they should know and when they go home, then, they will know how to keep their room clean. And another thing, I do not let them run from room to room eating. I have them get the food and tell them to go into the kitchen and sit at a table and eat. The chairs are to sit in, they are not to throw or stack or push. They are to eat in. Try to teach them not to be destructive and yet have a good time.

Staff - Can they go to any room in the house?

Mrs. R - I let them go, I keep the dining room and the living room closed off and then sometimes in the evening before their mothers come, I let them, after they are tidied up, sit in the living room and that's to let them know they are not supposed to touch or knock things off. I let them sit.

Mrs. G. - I let them sit in the living room. Every room in the houe is open. They use my room for television.

Mrs. L - The children are perfect. I can handle six children and I don't have any problems. Mothers say, "how do you manage?" Well, I have a program and I don't have any problems with them. There is time for lunch, play and nap. In the morning they have breakfast, then we go out and play and then we read

Mrs. L - continued

stories and do finger plays. I am firm with the children, but they love me.

Mrs. E - I have a routine and I keep it. Right after lunch I say, nap time and everyone knows when they sleep and they go to sleep. This is done every day.

Mrs. R - At home that routine stops and Monday it is like starting all over again. It's hard.

Mrs. G - Do you think it's right to keep them on such a strict routine?

Mrs. E - They have fun; the routine is on basic things like eating and napping. They have to do this and unless it causes a problem with you, it doesn't cause a problem. They learn it both ways. I need a nap, they need a nap. You need routine and discipline.

The Care of Sick Children

Most family day care mothers care for children who are ill. They reason that if the child were a member of the family, he would not be asked to leave it if he became ill. Furthermore if a child comes down with chicken pox, or a cold, the rest of the children have already been exposed to the illness - so why isolate the child and penalize the working parent?

Mrs. W - Well if a mother stayed home every time a child had a cold, she would probably stay home half the winter.

Mrs. Q - I don't have that kind of trouble. My parents are very careful and when the child has a temperature, they know and they keep the children at home. If they just have a runny nose, they send them.

Mrs. T - I tell my people I will keep any child when it's sick no matter what's wrong as long as it will not do the child harm. I've had children with colds, viruses, chicken

TE

Mrs. T - continued

pox. We have a big bed and this is where I put the children if they don't feel well. The others go on our bed - I don't like to put the children together when they are sick. If it's alright for them to sit up, I have big king-sized pillows and I prop them up. I have a little tray that sets over their lap and they have special things that they only have when they are sick - things that can be washed well and sterilized. We have a portable T.V. and if they are sick, they can watch some television that they ordinarily don't get to do otherwise. I give them a bell and tell them "if you need something and I am not here, you ring the bell and I will come". You know they never raise a big fuss about being in bed. I try to spend quite a bit of extra time with the child that is sick and I explain to the other children that we have to take care of whoever is sick.

Staff - So you take chicken pox?

Mrs. T - Yes, I will take chicken pox because it happens to be one of the childhood diseases that carries no complications. Mumps? no, because it carries complications. Measles? If I could have a child with german measles tomorrow, I would take it because my daughter is 16 years old and never had it.

Religious and Moral Training

A good deal of controversy arose over whether religious training should be part of family day care. Some family day care mothers felt "grace" should be said at mealtime; others disagreed. Morals and manners were also included in the discussions:

Mrs H - You have to have a basis for what you are telling children. For example, lying. I simply say there is a verse in the Bible that says we shouldn't tell lies. Not only will it make other people unhappy, it will

Mrs. H - *continued*
make you unhappy. This is just a sort of law that has its own punishment in the end - it may not happen right now, but later. Therefore, don't tell lies - you can tell the truth.

Mrs. T - *I don't avoid the child's question and I will refer to the Bible. I have never had an atheistic child in my house and maybe some day I will and then I would have to preface it by saying, I believe. Whatever they are taught, they believe, I still say it is up to the parents. But, as a mother, not a family day care mother, if it were my child and she were in a home and they said grace and she was allowed to sit and listen, that would be fine with me. I would not want her to be asked to participate.*

Mrs. H - *I think, I am not sure, but John's parents have no religion, no beliefs. If they are not atheists, they have nothing. He made some remark about boys being different than girls, and he asked me why. I said God made little girls as they are and little boys as you are. And he said, "But we evolved." He is 3 1/2.*

Mrs. W - *There's not much religion in "Thank you for the food we take."*

Mrs. E - *We just say, "Come Lord Jesus be our guest, thank you for the food we bless."*

Mrs. T - *I would have a very strong feeling about that. I would not stop any child from saying what it wanted to say before it ate. But the world is full of so many religions and attitudes and some, in fact, with no religion. I feel religion and religious tradition should be taught by the parents, and I would never - no matter how simple, teach the child anything along this line. For example, my own religion is quite different from many, and I also have a Jewish child. I would not stop this child from pursuing anything; in fact, I asked his mother if she keeps a kosher kitchen, what should I*

Mrs. T - continued
do about his food? She said, you feed him whatever you feed the other children, and at home he observes certain traditions. So I do this. I do know a few things about the food of Jewish families, so I observe these and don't feed any of the children certain things.

Sex Education

Along the same lines, the topic of sex education raised many questions:

Staff - Prayer is one thing; the sex education may be something you may not want to get into. Or do you?

Mrs. U - I answer everything as simply as it can be answered. I wouldn't lie to any child. I wouldn't go into deep discussion.

Mrs. H - You answer questions very basically. For instance with Bob when we went to see the baby calf when it was born. He said, "Where do baby calves come from?" I explained that there is a special place in the mother cow's tummy that the baby grew until it was born. He looked at the calf for a long time and said, "Where is the store where you can buy him?" (Laughter)

Mrs. T - We have always had that with a cat. Now Mama Kitty is beyond that. We used to have kittens once a year, and the children who were present would watch the kittens be born. All the parents thought this was great and would want to be called when the birth was going to happen. But she did have kittens twice during the day, and the children really enjoyed it.

Male Image in the Home

The importance of the male in the house was discussed. The cooperation of the husbands of the family day care mothers was described in many meetings.

Mrs. D - I had a little girl once. I looked forward to her coming, and all of a sudden her behavior pattern changed during the day. She became belligerent and withdrawn, and she wanted to be with me constantly, and she cried a lot if you said anything - not even scolding. If she wanted to play with something, she would just burst into tears. So, I asked her mother if something was happening at home. And at first she said, "I don't think so." One day I overheard her talking to the other children about something with the other children. "You can't play with this because my daddy gave it to me." I don't allow them to bring anything from home that they won't share with the other children. I reminded her and she burst into tears and said, "Yes, but my daddy doesn't live in my house anymore, and he gave it to me special." So I thought, "Oh, oh." I asked the mother if her husband was away on a trip, and then she said they were having some family problems and this girl was very devoted to him. So I told my husband, and he always managed to leave a little later in the morning and get home a little earlier in the afternoon so that he could spend some time with her, and she would transfer this. She would race in, in the morning, and he would tell her how pretty she looked. My husband is really good.

Mrs. F - Yeah it's true. You really don't want to stop him. I know cause we haven't had a baby in so long that my husband just spoils the baby. You'd think it was his baby. He just loves her.

Mrs. L - Well I had a baby niece that told me a story, and I spanked her hand, but later I brought her some soda water. I didn't get it right away because I didn't want her to think I felt bad about spanking her hand but I did. I almost cried myself. When my husband got home, she told him about the spanking on her hand and he got so mad at me.

Mrs. C - My husband is that way too. He loves the children. He says they're not animals; you shouldn't spank them or yell at them.

Parent Relations

A good deal of time was spent discussing problems and solutions in working with parents.

Mrs. Z - Overall, I have very good children and cooperation. Sometimes the parents bring their personal problems. Of course, their personal problems often affect the behavior of the child, and it sometimes explains what is happening with the child.

Mrs. U - Taking good care of children, that is the important thing, and it should be important to the parents that their child is taken care of right and brought up right. The children spend more waking hours with the day care mother, and the day care mother not only has to feed them, but she has to bring them up for them. I think they should really, you know, take more care and mind of that.

Another group:

Mrs. T - I insist on meeting both parents first - and the child. Nothing upsets me more than to have a mother call and say, "Do you have room for my child?" "Well, how old is your child?" - "Three months," "When do you need somebody?" "Well, could I drop him off in the morning?" "Don't you want to meet me and my family first?" "I just need someone to take care of my child." I really get upset. I cannot imagine leaving my child with anyone without being shown around the home.

I make financial and time arrangements, the discipline and cooperation that I require. My daughter says, "I wouldn't want to leave my child with you."

Mrs. E - Some of the things that have been said, I have experienced. I greet parents for the first time, and I tell them the do's and don'ts and what I expect out of them. Usually I get good cooperation. Then at

Mrs. E - *continued*
the end of the day the parents don't have to ask me; I volunteer. I explain to them what has happened, if anything unusual has happened. Does this happen at home, then we try together to deal with the problem. I get good results. I don't have problems with the children or their parents.

Mrs. T - *I make all these business things very clear, because I become very good friends with my families. I have good friends where their children have long ago outgrown me. I don't like to mix business and friendships. So I am very explicit on when I get paid, what I will do if I don't get paid. If I don't get paid on Monday, I don't say anything. On Tuesday morning I will ask if you have forgotten if you have some good reason for not paying me, then just tell me. If I hadn't said anything, I would probably keep the child forever without pay. I found out once one father had put a check in the back part of the wallet, and he had completely forgotten. I reminded him, and he was very apologetic. I said that was all right because I do the same thing. I have set the time when you should bring the child and when you should pick it up, and I base this on the time that the parent goes to work. I don't see why I should be required to keep a child two or three hours after you get off work, but if you do have something that really needs to be done and a child tagging along would be hard on you and the child, then if you let me know in advance, (call during the day and if I am available) I can usually work it out.*

On the subject of fees:

Mrs. G - *I really don't charge that much. I know he is the only one working and he doesn't get any help. I really wouldn't know what to charge. You know for the two of them I just charge them $15 a week. I know it's not too much because I iron the children's clothes and all that and I am really their mother . .*

Mrs. V - *I wash Jean's hair, give her a bath - you know I go down and see that they get their baths -- the father won't give them . . . I know. And for the other one, Jerry, I charge them $20 but she wanted to give me $30 . . . I know they are struggling, and she's been in the hospital and had a very serious operation. Her husband is a policeman . . . they aren't making much money, so I tried to drop down to $20. Well, I always try to help, and I guess you think of the children a little more than the parents.*

Mrs. X - *When the people come in, I tell them, "You give me my money when you come," and when they call in, I let them know I expect to be paid in advance. I think I sound real cruel to this lady, but I am now about $80 out that I have no way of collecting.*

Staff - *Oh, so you get paid in advance?*

Mrs. X - *Yes, from this lady, and this is my 1971 first New Year's resolution, and I told her I might sound cruel, but "why don't you come in and meet me and we have a talk?" And then I think I sound awful. She brought another lady with her, and after she left, she said they both were glad they came in and talked with me. Well, I'm so tired of people walking about and owing me money. It seems like all this money you've just given for charity and it gets to the point where I feel I need charity, you know.*

Mrs. R - *Well, a lot of parents spend on other things where children are really the most important thing. They can go and buy $4,000-$5,000 car, but then when it comes to taking care of their children, oh, that doesn't matter - -*

Mrs. V - *Some of the best children I have are from mothers that don't pay, and some of the worst ones are those with money in their hands on Friday.*

A Discussion on Counseling

Mrs. J - Yes, I talk to parents, but sometimes some don't go. They sit down and talk, and it gets late, and they are still talking.

Mrs. Z - I school parents on things that should be done. I try to work together with parents for the benefit of the child.

Family Day Care As a Neighborhood Center

The family daycare mother's home often is a focal point of safety and pleasure for children in the neighborhood.

Mrs. Q - Most of the parents that have children in my neighborhood seem to call when they are not going to be home so the children can go to Mrs. Q's house. They come to me about taking care of their children and I think it's nice when they do have a child-care center in the neighborhood, so a neighbor can take care of the children.

Staff - So you provide emergency care?

Mrs. Q - Right. I have quite a few in my neighborhood I don't keep, but they have my phone number so that in case anything happens at school. One time this lady, she didn't even live in my neighborhood, she lives quite a distance away, and she had given my number as an emergency for her boy, and they called me and said, "Is it all right for him to come home?" I said, "Who?" and she hadn't even talked to me about it, but this is what happens in the neighborhood.

Mrs. W - I have received calls from Mrs. Jax, one of neighbors, and she said, "I am not going to be able to make it home in time for Barbara to come home from school," so I take care of the child.

Mrs. M - And your house gets full of neighborhood children, and they use all your toys.

Mrs. Q - Yes, I counted one day, and I had 13 boys in the house along with my 9-year-old.

Difference Between Family Day Care and Group Center Care

There was a great deal of concern raised over the issue of the growth of day care centers at the expense of family day care. We examined the differences and alternative offered by each:

Mrs. Y - Well, I think another thing that is different in a home is that most parents leave so early for work they can bring their child right in the sleepers and put them in the bed and let them sleep. That really makes a difference with the child.

Mrs. T - I like the variety offered by family day care; that is why I began. My child since she was an only child would have the experience of older children, learning to share things of her own and I tell all the parents not to ever bring anything that is jut for their child. I want them to learn to share all of their things, because I let them share all of my things, and I can go out and say, "now I want you to share this." It is mine, but I want everyone to share it with each other. Now if they bring their own, I can't do that. But they have to be taught to share their own possessions or don't bring them here.

Mrs. Q - I know of a nursery school where they spank the child if it doesn't go to sleep right when they think it should take a nap. I'm not opposed to slapping a few hands, but I think to spank a child for this is not right. I have some that don't go to sleep their whole period of nap, but I figure they rest - and just because they are not sleepy they can't get right up. I tell them just to lie there and rest for a little while because sometimes I am just not sleepy either and can't fall asleep at night, you know.

Mrs. H - I tell the mother that in my home the child does what he thinks he should do; he is not pushed. She said that is one of the things they thought was good about the day care home - that if the child wasn't pushed into things, he would more or less do it on his own.

Mrs. T - That's what I have against nursery school because you spend the whole day doing certain things at certain times, and that is why I didn't want mine to do that. I couldn't imagine myself dropping something because I wasn't through with it because someone said, "now it's time to do something else." Like sometimes at nap times, they are overtired, and they don't want to go to sleep. Maybe when they do sleep, they will sleep a long time, and maybe the next day they will only sleep an hour or 45 minutes. In the nursery school, you know, you can't have some sleeping and some awake. I can see why this is necessary and why they have to do certain things, but to me it seems so far afield.

How to Upgrade Family Day Care

Family day care mothers are interested in ways they may improve their program. They asked for a class on "How Children Learn and Grow" (described later in this report) and eight women attended:

Mrs. O - Yes, day care should be upgraded and should have more things to develop the child mentally, physically and make him more aware of himself. Sometimes you throw the child out to play and pay no attention to them. Like babies, I like to talk to my babies and kind of make them aware of themselves.

Child Growth and Development

Questions were raised on how to encourage independence and still let children mature at a rate that is appropriate.

Mrs. N - What if a child doesn't want to tie his shoes?

Mrs. E - A child should.

Mrs. U - What if he is not ready to?

Mrs. Z - Every child has his own patterns, and that must be recognized.

Mrs. U - It's like thumb-sucking; they want attention. If a child does not tie his shoes, maybe he wants attention. It's fine with me; I'll tie his shoes while he is in grade school. Now if he is in high school, then I'll worry (laughter). I agree with you. They need to do on their own, but I still think they need to be babied if they need it.

Mrs. E - Attention, yes. Love, I give them, but not babying.

Mrs. U - I find that if I put myself in the place of the child, to try to understand what the situation is from their point of view, and if you can talk to them as though you are sympathizing with them without letting the problem go farther, sometimes it will help straighten the problem out. For instance with Janie, I didn't keep the baby for the first semester, and Janie was still the baby when they came to the house. So I was reading a story to her, and the baby started to cry, and, of course, I said, "Oh, that naughty little baby started to cry when I'm reading to you," and you know she hasn't been jealous since.

Mrs. Z - Too, with a baby you can interest children in the baby and that can help other children really enjoy helping.

Mrs. U - But if there are two children with the same mother, it is a little harder.

New Proposal

On February 24, 1971, a meeting was held at La Pintoresca Park and Library. We asked all of the family day care mothers to attend and bring the children in their

care (our field demonstration assistants and other Pacific Oaks students provided the child care in the park while the staff and family day care mothers met in the library).

We asked for ideas from the family day care mothers for the continuation proposal - what should be eliminated, what should be continued, or should we even think of continuing the project?

Mrs. O - I would like it continued. It helps me because like my grandchildren say, "Grandma, you don't know everything". I have a lot of ideas, and when the student comes, I sit down with her and discuss things. Of course she gets all the learning which I don't have - I am willing to learn and I get a lot of pointers. You can learn a lot from the students because they are up with the times. I learn from her - but she is learning some good things from me, too.

Mrs. G - I think we should gather together as a group more often.

Mrs. J - I feel, too, we should get together in other situations rather than just sitting and talking - like friendships.

Mrs. E - I like the discussions.

Mrs. X - I think it would help if we had a nurse of some kind who could come out and help us with health problems. There are a lot of nurses who are retired, but yet they are still good, and if we could pay them $10 a month we could call them and have them come in and help us.

Mrs. Y - I would like to have help in getting a back-up mother. Couldn't we use each other as a resource? Maybe we need to work more together.

Each of the center meetings (28 in all) seemed to have a life and personality of its own, because of the unique and varied experience of its participants. Each

group determined its own direction and the staff attempted to respond to the needs raised. Four of the center meetings had definite agendas in the sense that we asked all the family day care mothers to help us develop "A Check List for Ingredients for Good Child Care". This pamphlet has been printed and distributed for field testing. Our feedback has been very positive.

FIELD DEMONSTRATION ASSISTANTS

Without the field demonstration assistants our project would not have been possible. With them, new and challenging problems were created. The kinds of support, prodding, supervision, teaching, and learning that were necessary will be described later. It is important to state, that having students within a project such as this is vital, but not always comfortable or easy. One walks a fine line maintaining the balance between the family day care mothers and the field demonstration assistants so that neither loses perspective, values or integrity. A community project must be careful in placing students in the field, so that student and community are insured against traumatic intrusion. This can be done only if adequate support and supervision are provided.

Who Were the Field Demonstration Assistants?

From September through January there were six students from Pacific Oaks College hired (from sixteen applicants) to serve as field demonstration assistants. One was unpaid but received course credit. They were hired to work twelve hours a week (four hours on each Monday and Wednesday morning in a family-day-care home and four hours each Wednesday afternoon for a seminar and debriefing session) for which practicum and course credit were received. There were four women (one Mexican-American, one Black and two White) and two men (one Black, one White). They represented a wide age-span: two young women (23 and 24) and two middle-aged (44 and 53) vomen; one man in his early 20's and one just over 30. In addition, their life-styles and work backgrouns varied.

TABLE 17

FIELD DEMONSTRATION ASSISTANTS

Student	A	B	C*	D	E	F	G	H
Sex	Female	Female	Female	Female	Male	Male	Female	Female
Ethnicity	White	Mexican-American	Black	White	Black	White	Black	White
Age	23	24	53	44	31	22	38	22
Education	B.A. candidate	Junior at Pacific Oaks	B.A. candidate	M.A. candidate	B.A. candidate	B.A. candidate	Junior at Pacific Oaks	Junior at Pacific Oaks
Work Background	Commune experience	H.S. teaching aide	Nursery school teacher	Had been a nurse before raising family of 5	Poverty program	None	Raised family of 4	None
Class	Middle class	Working class	Middle class	Upper class	Lower Middle class	Upper class	Middle class	Middle class
Paid by Project	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Experience with children	Pacific Oaks	Head Start	Nursery School	Pacific Oaks and own children	Pacific Oaks	Pacific Oaks	Own children and volunteer work	Pacific Oaks
Joined Community Family Day Care Project	Sept. 1970	Sept. 1970	Sept. 1970	Sept. 1970	Sept. 1970	Sept. 1970	Feb. 1971	Feb. 1971

* In February, 1971 this student had to leave school due to illness in her family

Each of the students had had some experience in working with young children, but in quite different settings than those of family day care.

What Were the Duties and Roles of the Field Demonstration Assistants?

During orientation meetings, the staff and students tried to define the duties and roles they would be asked to perform. They were to arrive at the family day care mother's home at an hour that would be mutually arranged between them. Some family day care mothers wanted early arrivals, others later. The students were to stay for approximately four hours at each family day care mother's home on a Monday and Wednesday morning. The Monday would be set up as a time when the family day care mother would "teach" the field demonstration assistant how she works with the children in her care. On the following Wednesday, the student would care for the children, while the family day care mother attended a meeting at our center with the staff. We also planned to arrange for a staff member to substitute for each field demonstration assistant some time during the year so that each student would have an opportunity to visit a family day care mothers' meeting (as it turned out, each student was able to attend a minimum of two meetings at the center). Each student was to relate to three or four family day care mothers during a given month. Student assignments were based on what the staff perceived as needs of the family day care mothers, a variation in styles and cultures for the students to experience, and what would seem to be a good match. On a week when a field demonstration assistant did not go to a family day care mother's home, he or she was expected to be involved in some community work (to be described later). Each field demonstration assistant

was expected to log each morning visit to the homes, meetings or community contact. This requirement proved to be very difficult for some of the students. A great deal of staff time was necessarily devoted to going over the logs with the students and helping them organize their ideas clearly. Although the time and pain involved in their writing were great for some, the diaries proved invaluable.

During the orientation, we could give no recipes for the work in family day care mother's homes. There was no descriptive literature available, only the staff's educated guesses on the kinds of things that would be encountered. There was great emphasis on the acceptance of different life styles and value systems. In order to make our point we developed some simulations, some role playing and a good deal of hypothetical problem solving.

The staff emphasized what Heisenberg pointed out some years ago in his "principle of indeterminancy", namely, that the observer's presence changes the data being collected. While we wanted the field demonstration assistant to be an observer and not change the environment or way in which the family day care mother worked with children, we realized the very presence of the student would become part of the process being observed. In order to minimize this, we agreed that the student should try to be as neutral as possible, while attempting to be natural at the same time. This required an intuitive, free-swinging approach, one that could not be outlined by recipes, manuals or guidelines. Good judgment and an open mind were required. We posed some problems to the students that we knew would put them in a double bind in view of previous course material and training

given at Pacific Oaks. Examples follow:

- If the family day care mother uses corporal punishment and asks you to use this method of discipline, how will you handle the problem?
- What will you do if a family day care mother asks you to help a two-year-old to learn to read?
- How will you work with a family day care mother who wants the children to watch Sesame Street quietly? (They must sit on their chairs and not talk.)

The role of the field demonstration assistant, then, was to be that of a participant-observer involved in a practicum with a master teacher. We knew that this would be a difficult role to maintain since most of the family day care mothers we had met did not see themselves as teachers ("What can <u>you</u> learn from me--I am just a babysitter"). In addition, most of the field demonstration assistants had more formal educational experience than the family day care mothers, which could pose a threat. But, in truth, the Community Family Day Care Project needed to be taught and had to learn from our consultant family day care mothers what family day care was. Only they could show and tell us.

The Way It Was

We anticipated many of the problems the field demonstration assistants faced:

- differences in value systems
- the unstructured (and different) type of teaching-learning setting
- the feeling of being used and exploited by family day care mothers
- differences in cultural and life styles

Others were unexpected:

- the resistance to male field demonstration assistants in the program
- the immediate acceptance of most field demonstration assistants into the homes by the family day care mothers

In order to ease the students into the program, each field demonstration assistant went with one staff member to help with recruiting. This included all of the methods described before. In addition, before the starting date of September 21, each student accompanied a staff member to the homes of the family day care mothers to whom they were assigned, in order to meet and discuss future arrangements (time of arrival, etc.). This served as a "feeling out" period, and in two cases changes were made after the meeting:

- One family day care mother called to tell us that her husband would not permit a "hippy" type young man to work in her house, and she would prefer a woman.
- Another White family day care mother felt that some working mothers would not leave children in her care if a Black man worked with her. She asked the student, "How are you going to feel working in a lily-white neighborhood?" This woman joined the project on a trial basis, but dropped when she told us that she would have no children on the morning that the students worked.

We knew that it would not be feasible to place male students in Mexican or Mexican-American homes for cultural reasons, but we were not ready for the resistance we found in Black and White homes. Three other family day care mothers asked that men not come to their homes, with comments like:

- "men don't know how to change diapers"
- "I wouldn't want a man to change the little girls"
- "my husband wouldn't like a man in the house"

The push to include more men in early childhood education had not reached family day care. However, we believe that men working with us in our next year will meet with less resistance because of this year's experience.* Unfortunately, we were only able to place our Black male student in Black homes. Our White male student worked in one White home and three Black homes.

Typical Problems

Other typical problems are best expressed in the logs of the students and the minutes of the student meetings.

- 10/70
  F raised a question for discussion. A father of an infant has decided his child is not getting enough nutrition and has abruptly removed the bottle from the child. The family day care mother has been asked to go along with the regimen that the father demonstrated to her--force feeding of the child. The baby is irritable and fussy. While the family day care mother was attending our meeting, F gave the other infant in care a bottle and then left the room. The irritable child "managed" to take it for herself. F raised the question of how to handle this problem. The family day care mother and F both feel the child is not ready to give up the bottle, but father wants bottle out--should child be given bottle in one way or another or should family day care mother and F go along with father's wishes? E felt father's wishes were most important. Should be educated, if possible, but father's way should be followed.

- 11/70
  Question raised: Should a student remain in a situation where the family day care mother is not present, and the student is used as a baby-sitter? Learning takes place in any environment, but is the role of the student to be participant observer and/or teacher in this project? A's presence may be improvement for children, but is that our function?

- F had only 3 infants at Mrs. C's. Question raised: Should sleeping child be left in crib while student leaves house with other children? Decision seems to have been that safety of sleeping child essential. Student should evolve program for other children within hearing distance of sleeper-preferably inside.

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*It was recently brought t o our attention that one family day care mother would have preferred a male student, but communication apparently wasn't established on this point.

- B spoke of her Monday experience. A baby was deposited at the door like laundry. "Kids were treated like objects." They sat at a table and played with plastic toys. Mrs. H was anxious to "look good" for B's sake. No interaction with children. Constant crying in back room. Mrs. H is very involved in material things for herself, but nothing for the kids. She seemed very anxious for B to leave as soon as possible. B feels that Mrs. H does not want her in the backyard. B was in the backyard Monday and was frightened to find about "25 more children." These children do nothing but sit and are really regimented. What frightens B is that here is a house that is a beautiful front and yet it is so awful for the children. The moral question arises --"Do we report her and bust it open?" F thinks so. D thinks she will change. Staff member said, "We are not here to put over our moral values, and these kids are not mistreated physically." Some students think the family day care mother will not change; one staff member is caught in nightmares and the others are worried. Although B is torn by the situation, our proposal says we do not impose our values and says at least the children are safe.

Student Evaluation

At the end of the first semester of work (January, 1971), an evaluation meeting was held and the staff asked for only negative feedback from the students on the program.

This was the response:

- Mothers do not know what their role is and they are not teaching but using students as "special".

- Contract not clear with family day care mother. Students' and mothers' roles were not clear enough. What is student there for, and what can mother teach?

- Not enough time in homes. Once a month is not enough time to work with a family. It is a long time between contacts.

- Students don't know enough about what is happening in program due to lack of communication and students not asking.

- More feedback from family day care mothers wanted. Students want to know how family day care mothers view them and the project. How are students and project affecting family day care mothers' lives. Are we "teaching" enough? Should we do more? What can we give family day care mothers and yet not impose our values?

An evaluation of what we had learned and how the experience in the project could have been better was the agenda of one of our last meetings in May, 1971:

What did we learn?

- How family day care operates in a community
- What the role of the family day care mother is
- How a variety of life styles, cultures and attitudes can make a contribution to the lives of young children.
- About field teaching and supervision--some of the problems and solutions
- About the transfer of, and extension of, knowledge from the theoretical to the practical
- About how to find community resources
- How to recruit in a neighborhood setting
- How to observe and record daily activities

How could it have been better?

- More direction needed. Direction became clearer as the year progressed

What was the hardest part of the project for you?

- Fright in going into a foreign situation
- Anxiety in not knowing the student role. Was I teacher? Observer? Participant? Pupil? This eased up after about six months
- It was a waste of time to write the logs--it was too hard--taping would have been easier (one student)
- Spontaneity and creativity were given up in order to do things the family day care mother's way.

Other Cultures, Other Values

D described the squeamishness she felt when she found that the

family day care mother she was working with was preparing a Mexican dish out of cactus. It turned out well.

- When we arrived back home, Mr. I and his son, D, were in the kitchen eating lunch. It was a treat for me not only to meet the "Dad" of this home, but to taste the cactus which had been cooking all morning. This had been prepared by long cooking, then by adding onions and eggs. Really good ! They were eating it as a filling for tortillas.

H reported at one student meeting how she had almost "imposed my values" on a family day care mother.

- H had been playing with the children in the yard of Mrs. D Because H had been involved currently with an ecology group, it only seemed natural that she would start to pick up all the papers and loose "trash" in the area. She was about to start a game of "pick up" with the children--when it hit her "this is my bag." Mrs. D doesn't really care about this kind of thing yet. If I start tidying up the yard, it might appear to her that I am judging her methods of maintaining the environment." Mrs. D apparently doesn't care too much about her yard, but she really cares about the children.

Changing Roles

After six months, the field demonstration assistants found that their roles were changing. They related to the family day care mothers more as colleagues. They became more flexible in terms of hours for practicum requirements. For example, one field demonstration assistant wanted to know more about napping procedures and made her visits in the afternoons instead of mornings. Another family day care mother had an automobile accident and asked the student to help her with translation with an attorney, while the children were also provided care.

- E reported to a student meeting that he was beginning to understand and appreciate the services offered by Mrs. E. In October he had felt that she was doing little more than baby-sitting in an authoritarian and anti-child manner; in February, he began to see the practical and healthy possibilities of the environment

and was seeing Mrs. E. as a warm, "beautiful", but firm woman (this was not to say that her program didn't need improvement).

The challenge of looking at the home as a learning environment was probably one of the most difficult the project faced. All of the students had had the experience of working in the Pacific Oaks Children's School or a like setting. The environment and focus in this nursery school are child-centered--toys, materials, equipment, high ratio of adults to children. This is just the opposite of the program of most home settings, and initially it may seem there is little for the children. It is a family (adult and child) environment, without easels, clay and jungle gyms. One student said it loud and clear on 11/9/70:

- Yes, our kids are failing and they are drop-outs so I need a bag of tricks to help them make it in school. I would not put a child in a family day care home. All should be in the center. I am going to learn all about Montessori. Infants get enough attention. It's the two-and three-year-olds that are cheated. There is no attention for them; it stops.

The same student on 12/16/70:

- What she (family day care mother) really pays attention to is fighting and sharing. Kids have a lot of freedom in their limits. They are very spontaneous and creative because there is nothing else to do. They build houses and tents out of chairs and coats, and they play monster. Outside play space is large and materials are limited.

By April, 1971, while speaking to a community group, the same student extolled the virtues and potential of family day care as a learning environment. He believed that the setting was best for younger children, but started to think of and put into practice methods of using the home setting to extend the learning of children.

Field Demonstration Assistant's View

The following are two field demonstration assistants' reports on their experience with the community family day care project:

Student C

When I started in the project in September, 1970, as a student, I was assigned to observe in four family day care homes. Our role in the home was not clearly defined at first because the project was in its initial stages so we were told to feel our way and respond to the requests made by the family day care mother.

I went into the homes with many years of experience and working with young children as a nursery school teacher with a background of early childhood development.

My very first experience was one of apprehension when I sensed a feeling of distrust by the family day care mother. I knew immediately that I had to create trust before I could communicate with the adult. I accomplished this by becoming a good listener and stressing the importance of the family day care mother role as a teacher and that a child becomes what he is taught and exposed to in his preschool life. This is the reason I stated for being in the home to observe and learn how a child is taught in a home environment.

To work successfully in the homes you have to learn and accept the rules of the home and the cultural patterns of the community.

As I became better acquainted with the physical environment I realized that certain restrictions had to be placed on the children to ensure safety precautions. I had to learn to observe the home environment with a totally different set of expectations from that of a center planned primarily for the care of young children. The family day care home thus becomes a substitute home environment with a substitute mother figure. From this conception I was able to observe the role of the family day care mother objectively. I experienced many ways to be innovative in caring for a group of children without the educational aids and the accepted ratio of adults to children.

The quality of day care depends upon the family day care mother's life style, culture, and understanding of young children's needs. Some homes have enriched

activities for the children which includes regular trips to a farm and to the community establishments. I learned that the children are taken to the various community business establishments when the family day care mother has to go. This furnishes the actual experience for the child rather than reading or talking about it.

I gained the knowledge of knowing that these homes are needed to meet the desperate demand for child care facilities for the children of working parents in the various communities.

Student D

Stimulating! Challenging! Frustration! Pleasure!

And now a multi-dimensional appreciation of having had a broad spectrum of uniquely rare experiences with people, day care mothers and children, staff and colleagues! And a strong conviction of the tremendously important contribution that quality family day care offers to the "users", and the rest of our community!

Learning by being actively involved in the drama of on-going social processes turned me on: First, recognizing and understanding "what is" i.e., the tremendous increase of mothers who work; second, becoming familiar with the alternative arrangements of caring for infants and children through visiting infant and child-care centers; third, focusing on the family day care situation.

Working with a variety of family day care mothers and sharing experiences and logs with other students who worked with other family day care mothers reaffirmed in a very realistic way that there are many methods of mothering and multitudinous variables that are an influential part of the physical and personal environment in which a child grows and develops.

Intimate contact with the children over a long period of time demanded my coming to grips with the concepts of early child development regarding the emotional, cognitive and physical facets of the individual child.

Enriched enlightenment of the effects of different interpersonal interactions in real homes concerning

real situation was enhanced; for example, toileting, feeding, napping, etc.

I feel that I have integrated some other notions (new to me) by my association with the community family day care project.

I became familiar with what it means to have a "concept" and write a proposal to the government for "funding" it. Being a member of a team, working out definitions of roles and "feeling the way" in a project that has not been done before was part of my experience. Consideration of the possible interpretations and expectations of an outsider (as student, welfare worker, whatever) by someone in his own home was a mind-opener.

The positive approach of forming a network of resources was emphasized and encouraged by the staff of the community family day care project. This notion that people can use other people as resources seems to me to be particularly beneficial for those involved in child care in the home (natural parents as well as family day care motners.)

I have a much more clear understanding of the whole welfare situation - from food stamps to licensing- whom it serves and what it does.

Provoked and still unanswered questions for me have to do with 1) teaching and/or learning of children of cultures that are different from those in the main-stream, 2) what do do about racism, and 3) what to do about poverty.

Community Work

The students also learned about the community in ways that were relevant to family day care.

- Three students visited school district children center programs in Pasadena.
- Two students visited industries in the area and left information with them about our project for possible referral services (we received no responses).
- One field demonstration assistant visited McClaren Hall, the temporary placement for abandoned, battered children.

- Foothill Extended Day School was visisted by another field demonstration assistant. Classes are provided for pregnant and new mothers who are teenagers. A nursery is provided for the infants while the mothers attend school.

- All of the students attended the Dubnoff-USC Children's Hospital Conference on the "Needs for Infant/Child Care in the U.S."

- All students attended and participated in a 4-C Conference held at Pacific Oaks on family day care. They chaired group meetings and participated in discussions (see report on 4-C Conference).

Supervision

All of the work of the students was carefully supervised. In a project such as this, it is important that students and staff work closely with each other. As mentioned before, the mere presence of the observer changes the environment, and the student needed constant reminder of his role in the family day care home. Because of the diversity in values, culture and education of the field demonstration assistant and the family day care mother, it became evident that the staff had to be available beyond the allotted Wednesday afternoon seminar. A student who needed to "unwind" or "talk about it" couldn't always wait.

By supervision, we mean, ongoing analysis and critical assessments of relationships made and work performed by students in their particular situations. This requires an open and mutual relationship between student and staff, giving the field demonstration assistants the confidence and support to perform their tasks without the fear of undue interference from the staff. The feeling of "I can do it" should be an outgrowth of this relationship, but, concurrently, there must also be the feeling of "I can examine and analyze what I am doing in order to make further growth".

The very nature of the work involving families spilled over into the personal lives of the younger field demonstration assistants, bringing to the surface many of their own unresolved adolescent and childhood problems. Initially, the staff was drawn into the personal problems but soon realized that:

- We were not competent to handle the emotional problems that existed

- In order to achieve the goals of the project, we could not permit ourselves to spend excessive time on students' personal problems.

- Our commitment to the goals of the project were stronger than those of the students. Their commitment (and rightfully so) was to satisfy their needs for learning and giving to the community. Our commitment was more global and included the family day care mothers, community and students.

One of the keys to good supervision is a clear contract. This was difficult since the territory we were about to cover was uncharted in many respects. The staff depended on students to be self-motivating, and this did not always work out. The loose, unstructured settings were extremely difficult for a few students, who needed set boundaries, directions and recipes. If a student is placed in an unfamiliar environment, he needs a great deal of support by someone knowledgeable in this kind of work:

- One of our field demonstration assistants, while working at a family day care home, had a neighbor child wander over with an empty aspirin bottle in his hand. B called us and a staff member rushed to the scene. B and the staff member found the mother of the poisoned child, and they all went to the Emergency Hospital. The mother did not want to go in with the youngster while he had his stomach pumped, so B did. B was angry with the mother for "not caring enough" and for keeping a "filthy home", etc. We later found that B was visiting the child and taking him for ice cream, buying him toys and generally providing him a good time. We worked with her in terms of understanding the life situation of the

> total family. Helping the mother obtain some assistance so that the total family could receive help was what we felt should be done. Was B really "doing good" for the youngster, or was she "doing good" for herself?

We are struck by the great push for involving students in community activities. Fine! But if a student is placed in another's turf, he requires and must be given a great deal of supervision and support. Otherwise, he may upset the balance of ecology of the situation into which he is placed and not be able to pick up the pieces he has broken. When working in others' homes, the intervention can be devastating for both. Painstaking assessment s should be made of the environment that will serve a s a field placement by the supervisor in order to determine that it will provide a mutually beneficial arrangement for the community, family and the student.

To sum up, the work with the students was exhilarating and exhausting. They were the key to our work with the family day care mothers, and the teachers of staff in many respects. We cannot emphasize enough how vital is the need for close supervision and on-going support to the success of a project such as this.

SURVEY OF CHILD CARE FACILITIES

Field demonstration assistants and staff members conducted a survey of child care facilities in the area surrounding our center. The information we gathered gave us only a picture of the capacity of group programs, but no notion of the quality of the programs. Field demonstration assistants and staff visited three Pasadena School District Children's Centers, two proprietary and three religious-sponsored centers. The remaining information was gathered by telephone, due to limits on our time and our ability to gain entrance to the centers.

We question the accuracy of some of the data on number of children enrolled since the number of vacancies in a center could be interpreted as a reflection of the quality of the program. ("If a center is full it must be a good center, if it's not, there must be a reason." Or, on the other hand, the student population fluctuates and directors would hesitate to say there are no vacancies for fear of losing a prospective client). We did not collect information on half-day nursery type programs, rather concentrating on three quarter and full day programs that cater to working parents.

What We Found

There are 774 places for three quarter (6 hours) or full day child care in the Pasadena and Altadena area for families who may not meet income and other criteria established by Children's Centers. This includes children from 2 to 6 years of age. There are 220 places for 2 1/2-6 year old children and 356 spaces

for elementary-age children open to low income families for a minimum of 35 hours per week in Children's Centers on a sliding scale basis.

TABLE 18

EXAMPLE OF SLIDING SCALE

Monthly Income of Parents	No. of Children	Hourly Rate	45 Hour Week Per Child
00 - $ 100	1 parent; 2 children	.04	$ 1.80
00 - 100	1 parent; 1 child	.05	2.25
$ 614 - & Above	1 parent; 2 children	.65	29.95
866 - & Above	1 parent; 5 children	.65	29.95
950 - & Above	1 parent; 6 children	.65	29.95

Head Start has also devoted one site of 15 children to a full day program. This operates for the funding year of Head Start (usually 9-9 1/2 months). In addition there are approximately 116 spaces for retarded and emotionally disturbed children in the Pasadena area.

The group centers generally provide for children from 2 to 6 years of age. Only one center cares for children under 2 years of age (this is an experimental program and is not running to full capacity). The average charge is $22.50 per week per child for full day care for those centers not using a sliding scale.

When we asked about the Pasadena Unified School District Children's Centers in February, 1971, we found that there was a 12% vacancy factor; however, the figures of May 12, 1971 showed only a 5% vacancy rate. Mrs. Julianna Hawkes, Director of Pasadena School District Children's Centers, told us that

the teachers must constantly recruit new families in order to keep centers up to capacity. Our observation of the Madison Center (1/2 block from our center) has indicated that the population may fluctuate from 4 elementary school children to a full capacity within a matter of weeks.

TABLE 19

SURVEY OF THREE QUARTER OR FULL DAY CHILD CARE FACILITIES IN THE PASADENA AND ALTADENA AREA

PASADENA

Ownership Proprietary	Capacity	Full or Spaces Available	Ages of Children	Hours	Wkly. Fees	How Long in Operation
(Education Ctn. (owner of (Children's House (693 S.Euclid Ave (	70	full	2 1/2-5	full day	$22.50	58 years
(Pasadena Preschool (615 S. Catalina (--same ownership)	56	full	2 - 6	full day	22.50	11 years
Kiddies Kastle Nursery 500 Lake Ave	40	space available	2 - 6	full day	22.50	9 years
Lake Ave. Pre-School 981 N. Lake Ave	30	full	2 - 6	full day	22.50	Unable to obtain information
Our School 1800 E. Mountain	30	full	2 1/2-5	full day	20.00	4 years
Casa Montessori Pasadena 255 S. Oak Knoll	114	space available	2 1/2-5	3/4 day	23.00	7 years
Pasadena Town & Country School 200 S. Sierra Madre Blvd.	72	full	2 1/2-5	3/4 day	23.00	Unable to obtain information
Total	412					

TABLE 19 - continued
(Survey of Three Quarter or Full Day Child Care Facilities in the Pasadena and Altadena Area)

PASADENA

Ownership	Capacity	Full or Spaces Available	Ages of Children	Hours	Wkly. Fees	How Long in Operation
Religious						
All Saints Episcopal Church 132 N. Euclid	65	full	2 1/2-6	7 am 6 pm	$25.00	5 years
Calvalry Baptist Church 155 E. Colorado	40	space available	2-6	full day	22.50	3 years
Grace Day Nursery & Kindergarten 73 N. Hill Ave	40	full	2 3/4-6	full day	22.50	3 years
Merryland Nursery School 1305 E. Colorado	70	unable to obtain information	2-5	full day	unable to obtain information	1 year
Methodist Neighborhood Day Care Center -1340 N. Raymond	30	space available	2 1/2-5	full day	sliding scale	1 year
Sunshine Nursery No. 3 130 N. Hill Avenue	32	space available	2 1/2-5	full day	22.00	1 year
Total	277					
Non Profit						
Pasadena Day Nursery 450 N. Garfield (for mildly disturbed children)	51	full	2-6	7:30 am- 6 pm	sliding scale	10 years
Villa Esperanza 2116 E. Villa St. (for mentally retarded children)	65	space available	2-6	9am- 3-4pm	sliding scale	10 years
Total	116					

TABLE 19 - continued
(Survey of Three Quarter or Full Day Child Care Facilities in the Pasadena and Altadena Area)

PASADENA UNIFIED SCHOOL DISTRICT CHILDREN'S CENTERS
(as of May 12, 1971) for preschool children

	Capacity	Full or Space Available	Ages of Children	Hours	Weekly Fees
Garfield Nursery 135 W. California	35	space available for 2	2 1/2-6	7 am to 6 pm	sliding scale
Hodges Nursery & Extended Day Center 136 W. Peoria	75	space available for 8	2 1/2-6	7 am to 6 pm	sliding scale
Washington Nursery 1650 N. Raymond	60	full	2 1/2-6	6:45 am to 6 pm	sliding scale
Willard 345 South Holstead	50	full	2 1/2-6	7 am to 6 pm	sliding scale
Total	220				

PASADENA UNIFIED SCHOOL DISTRICT
For Extended Day Elementary School Children (Kindergarten - 6th Grade)

	Capacity	Full or Space Available	Ages of Children	Hours	Weekly Fees
Hodges 136 W. Peoria	60	full	elementary age	7 am to 6 pm	sliding scale
Jefferson 1500 W. Villa St.	50	space available for 3	elementary age	7 am to 6 pm	sliding scale
Longfellow 1377 Mar Vista	51	full	elementary age	7 am to 6 pm	sliding scale
Madison 515 Ashtabula	60	space available for 17	elementary age	7 am to 6 pm	sliding scale
Washington 1650 N. Raymond	75	space available for 2	elementary age	7 am to 6 pm	sliding scale
Willard 345 S. Holstead	60	space for 1	elementary age	7 am to 6 pm	sliding scale
Total	356				

TABLE 19 - continued
(Survey of Three Quarter or Full Day Child Care Facilities in the Pasadena and Altadena Area)

ALTADENA

Ownership / Proprietary	Capacity	Full or Spaces	Ages of Children	Hours	Wkly Fees	How Long in Operation
Cherub's Chalet 30 W. Harriet Street	20	space available	2-6	full day	$22.50	8 years
Children's Garden Preschool 2037 N. Lake Ave	20	space available	2-6	full day	18.00	17 1/2 years
Religious						
Altadena Methodist Weekday Nursery School 349 W. Altadena Dr.	20	space available	3-5	full	48.00	5 years
Community Infant & Child Care Center 541 W. Harriet Street	25	space available	1 mo-5 years	full day	sliding scale	2 years
Total	85					

In summary, we found that there were vacancies in group child care facilities for 2 to 6 year-old children in the Pasadena and Altadena area. Group center care is provided for an average of $22.50 per week per child, making it more costly than most family day care. It is difficult to assess whether the child care placement needs of this area are being met. We are finding at our center that we are handling a minimum of two telephone calls a day asking for help in child care placement which leads us to conclude that there is a need for a central child care referral service for this area.

SUPPORT SERVICES

It was the intention of the Community Family Day Care Project to support the consultant family day care mothers in terms of increasing their knowledge of, and ability to use, existing resources among themselves and in the community. Where resources did not exist, the project initiated services that were appropriate and within the scope of our abilities and funding capabilities.

Toy Loan

The toy loan was a much used and welcome service. At our initial center meetings, each family day care mother was given three different toy catalogues and were asked to tell us which of the toys or equipment they would like to try in their homes with the children. There was a good deal of discussion about the usefulness and practicality of some of the toys. Charles Kaplan, Lakeshore Equipment representative, demonstrated and spoke to our group of family day care mothers in frank and relevant terms about the materials:

> *An educational toy used to mean that the toy had lights and buttons and had to teach math or reading and writing, but in early childhood education these things aren't as important as the kind of skills children will need later to read and write.*
>
> *A lot of people have tried to teach little children to read and write, and they have found out it is more trouble than it is worth. In the long run, the skills they are going to need to learn to read and write are being able to see the world around them. Experiences with materials turns out to give them a better chance to read than sitting down with a primer at age three.*
>
> *So when I talk about educational toys, I am not talking about toys that teach reading and writing and math, but about the things that give children*

the readiness skills--the things that they have to do first before they can learn to read and write.

Over half of the materials purchased were ordered by the family day care mothers. The rest were ordered by students and staff, after a discussion of needs in each home.

Initially, the Community Family Day Care Project used "George", a converted bakery truck rented to us by the Preschool Mobile Foundation, to deliver and demonstrate the toys in our inventory. The mobile truck worked well and added a light touch to our deliveries, but repairs and old age forced us to return "George" after six months of use. After we no longer had the use of a truck, each student picked up the toys at the family day care home on the Monday he/she worked and returned them to the center. On Wednesday the family day care mother would choose another group of toys she wanted to use for the next month. Each consultant family day care mother was sent a list of what was available and was able to place an order for a specific toy or piece of equipment. The loss of "George" presented some problems when we wished to deliver large climbing equipment, a water table or other bulky equipment, but we always managed, thanks to the help of husbands of the family day care mothers, students or staff.

We experienced very little loss or breakage beyond what an average nursery school would expect.

The students and family day care mothers have reported that the toys have been

useful to them in providing experiences for the children and have served to stimulate them into thinking about new ideas and concepts about play for the children.

The Environmental Workshop

Our plans to provide the opportunity of using the Pacific Oaks' Creative Environmental Workshop did not prove feasible. (see Appendix B) Students and staff were enthusiastic about the potential offered by the workshop. However, the enthusiasm didn't spill over to the family day care mothers. Several of the women expressed an interest in attending and participating in the program, but the appointments and plans made were never concluded. Although, the family day care mothers were encouraged to bring the children in their care to the workshop, this proved to be an obstacle to attendance. We also have the feeling that perhaps this kind of a project takes a certain amount of sophistication and imagination in the use of "scrounge" material. The toy loan was successful because the women were using materials that were "new" and "attractive", not "home-made" and "rough at the edges". Another factor was that after working with young children for an 8 to 12 hour day, there was just not the energy or time needed to go off to a workshop to work with power tools and other heavy equipment.

Mothers' Club

The six two-day scholarships in the Mothers' Club Cooperative Nursery School have been well used. By May, we were unable to fulfill all of the requests made for places in the nursery school--this, in spite of the requirement of two days of work a month in the program by the family day care mother for each child

enrolled. The scholarships have been used in a variety of ways; some of the family day care mothers have sent one child in their care, one sent her grandchild and others have sent their own children.

TABLE 20

	Cooperative						Adult Education
September	(1)	G;	(2)	O;	(3)	FDC	
October	(1)	G;	(2)	O;	(3)	FDC	2 FDCM
November	(1)	G;	(2)	O;	(3)	FDC	2 FDCM
December	(1)	G;	(2)	O;	(3)	FDC	2 FDCM
January			(1)	O;	(5)	FDC	3 FDCM
February			(1)	O;	(5)	FDC	3 FDCM
March			(1)	O;	(5)	FDC	3 FDCM
April			(2)	O;	(5)	FDC	3 FDCM
May			(2)	O;	(5)	FDC	5 FDCM

G - Grandchild
O - Own Child

FDC - Family Day Care Child
FDCM- Family Day Care Mother

In addition, five family day care mothers have enrolled in the adult education component of Mothers' Club. On one, two or three mornings a week, they join other women of the area to observe children (from infants to preschoolers) and to do arts, crafts, cooking and sewing projects, as well as to participate in counselling services that are made available to them. One family day care mother, Mrs. L who has an unusually active two-year-old boy in her care, told us, "I am going crazy with him--he's into everything." Mrs. L now takes the youngster to Mothers' Club and watches his play, but also has a chance to do some sewing. She says she now feels much more relaxed in caring for Jim, and the child has had a chance to use some of the large equipment he loves, which is available at Mothers' Club.

We are very encouraged by the results of our cooperative effort with Mothers' Club. Not only have we found that nine family day care mothers have had an enriching experience in working in the cooperative nursery school or the adult education component, but 21 children have had a nursery school experience for part of their week. We believe that the group experience, combined with a home experience, can offer many children the opportunities they need for developmental growth.

Three of the families participating, speak only Spanish and have used the group to extend their knowledge of English, as well as for their first reaching out into a foreign community. This has been a good experience for the family day care mothers because the atmosphere at Mothers' Club has been open, friendly, and bilingual.

Another family day care mother, lives only half a block from Mothers' Club, but was "afraid" to inquire about it, feeling that it was not open to those in the family day care field. She now uses Mothers' Club frequently and is its biggest booster among the other family day care mothers.

Mrs.N. found the Community Family Day Care Project through Mothers' Club. She has become the treasurer of the cooperative and has been very active in our project.

The importance of providing direct services for children and family day care mothers was demonstrated in the Mothers' Club arrangement. While students gave a number of direct services to the children in the home, the additional

group resource offered by Mothers' Club, in addition to the indirect services offered by the Community Family Day Care Project, turned into a well-balanced, fortuitous combination for family day care mothers and the children in their care.

The Library Story Hour

On Thursday morning, February 11, 1971, the office on Los Robles was a noisy, busy children's center. Sally De Lancey, children's librarian for La Pintoresca Library, brought a group of books, which she read to the 27 children and four family day care mothers present. Juice and crackers were served to the children seated on the blankets that covered the floor. Every alternate Thursday morning, from 11:00 to 11:45, through the end of May, a story hour (a 45-minute hour) was held at the Center. The forty-five minutes was anticipated and enjoyed by the children, family day care mothers, staff and Miss De Lancey. We had as many as 35 children and 6 family day care mothers and as few as 3 children and 1 family day care mother on a rainy day. We averaged about 22 children and 4 family day care mothers. The staff always welcomed the Thursday morning get togethers--giving us the opportunity to hold a child on a lap, sing some songs with children and chat with the family day care mothers. We posted notices all over the neighborhood announcing our story hour and the laundromat, next door, served as a source of many of the child participants. On several occasions, the program was used by the Madison Children's Center (located on the corner), Mothers' Club Cooperative Nursery School and the Backyard Group (a spin-off of the project) as an outing for the children in their group settings. Four families living in the neighborhood inquired about the story time and two did attend.

Mrs. Betty Keith, chief librarian for La Pintoresca, also cooperated with the project in permitting us to send our letters (see Appendix D) of introduction for each family day care mother, entitling them to the same privileges as a teacher (10 books for a month at a time may be checked out). Mrs. Keith has reported that at least six family day care mothers have availed themselves of this opportunity.

Health and Welfare Referrals

We were requested to help with health problems by three family day care mothers:

- One woman was caring for children with hook worms. Her terror in seeing the worms in the stool of one child caused her to give up the care of both children. We contacted a public health nurse in the Pasadena Health District, and she made contact with the children's mother and provided the follow-through necessary for the elimination of the problem. The two youngsters have recently been put into the care of another family day care mother in our project, and we will follow their progress with interest.

- Mrs. F was concerned about the development of a nine-month-old baby in her care. The infant was listless and seemed backward in her motor development. This was corroborated by a staff member and the student working with Mrs. F We suggested that the Spanish-speaking public health nurse in her area might help with a referral for further diagnostic work. This worked well and the parents have taken the child to a nearby clinic for some assistance. It seems that the public health nurse is a person of status and trust in the community and her work with parents has been of great assistance.

- Mrs. C was upset over the fact that the two-year-old twins in her care had runny noses, coughs and seemed generally run-down. Again, the public health nurse came to the rescue. She supported the family day care mother's diagnosis of "not enough rest and the proper food," and the children's parents seemed grateful for the concern shown on the part of Mrs. C

We wish we could report the same kind of success in the case of two battered children in the care of Mrs. E

- During two Wednesday morning meetings, Mrs E had described some dramatic situations she faced in the care of two children, a brother and sister. According to Mrs. E, both children had been badly bitten and beaten and hospitalized on several occasions by their sixteen year old step-brother. Mr. Green, the children's father, was the adult in charge, since the mother had recently deserted the family and he refused to take any action against his eldest son. On Wednesday, February 1, 1971, Mrs. E again described Johnnie, who had been badly beaten again. The other family day care mothers urged Mrs. E to take some legal action, but she indicated that this would not be too wise for her to do--given the neighborhood, past neighborhood experience with the police, and the proximity of the Green family. During the Wednesday seminar with the students, F told of his horror in seeing how brutally beaten Johnnie was. He wanted the project to call the police and take action to defend Johnnie and his equally bruised older sister, Sally. In our discussion on what action, if any, our project should take, it became clear that we had many issues to discuss:

    - were we willing to turn in a sixteen-year-old child to the police and to take the responsibility for what would happen to him (the overload in juvenile problems and the lack of therapeutic action was well known). Would we be willing "to trade the life" of a sixteen-year-old in order to protect the younger children?

    - should we interfere with the family day care mother who was un able to take action?

    - what would action on our part do to the Green family? to the community?

    - if the project took the action, we might become known in the community as "stool pigeons."

After a thorough discussion, the students and staff found themselves split on what decision to make.

- should we get involved or not? The director decided to take a personal stand and "turned in" the sixteen-year-old to Protective Services and the Police. Her reasoning was that it seemed likely that the sixteen-year-old was so enraged that he might kill the younger children. In addition, the older brother also had to be protected from himself -- he must be disturbed to perform such acts.

She made contact with a Los Angeles County adolescent psychiatric unit to provide help for the teenager, which Mr. Green refused. The family day care mother was visited and seemed relieved that the responsibility was off her shoulders.

After two court meetings, the two younger children were placed in a foster home. The older boy left the state to live with his grandmother. The staff has kept in touch with the younger children, as has the family day care mother, but the student found himself unable to keep up the contact.

Referral Services

We have acted as a referral service for 57 working mothers who have wanted to make child care arrangements for their children. Our procedure has been to give the inquiring mother the names, addresses and telephone numbers of the three or four family day care mothers located closest to the user's residence. We have referred only family day care mothers our staff has agreed provide the kind of service that we feel benefits the child. In some cases, where we have no project family day care mothers in the area, we have given the users names of women we know who are providing such services (making clear that they are not part of our project).

In the follow-up, we have found that we have been successful in helping 16 families to make child care arrangements. We have not been satisfied with this kind of referral service (using geography as the major criterion) and as a result have attempted to draw up a "Check-List of Ingredients" in order to help users and givers of child care services to better match their needs, values and attitudes. The requirements for some users of service are quite different from those of some givers, and yet they may both want and give good child care,

depending on their priorities and needs. The "Check-List" was developed by the family day care mothers at center meetings and is presently being field tested for further improvement and change. It is interesting to note that a family day care consultant, Los Angeles County Department of Public Social Services, has helped with the distribution of 10 of the lists and sees them of much greater assistance to the users of child care than to the givers. Our family day care mothers wouldn't agree with him.

Mrs. H, a family day care mother, called us just last week to offer her services, telephone and home as a referral center for the next funding year. She feels that we should help users and givers by keeping on file the "kind of person the family day care mother is" and the services she offers. We have also been told by three women that they have informally referred families to others in our project, when they have been unable to take children.

When one of the students found that Mrs. D, a family day care mother with whom he worked, was losing the only child in her care because the mother was going to stop working and care for the child herself, he decided to try to find another child for her. Mrs. D was mourning the loss of the child, and the field demonstration assistant felt that she provided such excellent care that he was interested in helping her and also in providing a good arrangement for some child. The field demonstration assistant spent a lot of time in making small, colorful, attractive posters that could be displayed by business firms. They read: "FREE QUALITY CHILD CARE REFERRALS, Community Family Day Care Project ---- 793-5563." He and another student spent one day contacting nine markets and business

firms for permission to display the posters. Posters were placed in the following: Market Basket, Schollard's, Pantry, 7-Eleven and Albertson's. No responses were received.

An ad was also placed in the "Pasadena Star News", classified news section, offering information to those interested in family day care. We received two calls on the ad--neither having to do with the need for child care arrangements.

Bulletin

A monthly bulletin (see Appendix E) has served as an effective means of communication between family day care mothers and a variety of community contacts. We have developed a format that focuses on local needs and issues and tells the story of family day care mothers. The seven issues of the bulletin were edited by Mrs. Blanche Buegler and translated into Spanish by Mrs. Amparo Gomez, both family day care mothers. Others contributed to the bulletin. Mrs. Buegler enjoys writing and in her evening hours works with the English Department of Pasadena City College, grading papers. She has personally interviewed each of the family day care mothers that she features in each issue of the bulletin and has told us how impressed she is with the dedication and warmth she has found. One side-light that demonstrates the generosity we have found among the women follows:

- Mrs. Buegler was interviewing one of the family day care mothers for the bulletin, and she happened to mention that she also read papers for the English Department at Pasadena City College. The

family day care father was enrolled in a composition class in another college and was having difficulty with a particular assignment. The family being interviewed was foreign-born and spent a good deal of time in school in order to climb the ladder toward better employment opportunities. Mrs. Buegler offered to help the father with any future composition writing or English and a lovely family relationship has been established.

Health Emergency Forms

Licensed family day care mothers did have emergency release forms for the children in their care, but many of the unlicensed women had made no formal kind of arrangements for emergency care of the children. In assessing this need, the staff developed a series of forms (see Appendix F) that would be useful for the women and the families for whom they were providing services. In addition, we made available lists telling the how, when and where of emergency care for the children. It has been reported that this has been helpful by many of the family day care mothers.

Informing the Community about Family Day Care

The director of the project has been asked by a number of community groups to describe and discuss the Community Family Day Care Project. These include:

- USC-Dubnoff - Children's Hospital "Conference on the Need for Infant/Child Centers in the U.S. Today "
- AFL-CIO Conference on "Women at Work'
- California Council on Children and Youth
- A graduate class, School of Education, University of California at Los Angeles
- An EDPA class at the Center for Early Education

In addition, she has been asked to serve on a number of committees because of her interest in family day care

- Task Force on Mental Health Guidelines for the Organization of Day Care Programs, Orthopsychiatric Association

- A Consortium on Child Care Centers, sponsored by the Pasadena Community Planning Council

- The American Academy of Pediatrics, District IX, Chapter 2, has invited the director, as well as, a family day care mother, Mrs. Mark Marks, to serve on the Committee on Infancy and Early Childhood. At a recent meeting, Mrs. Marks eloquently presented some of the needs of the family day care mothers.

4/22/71 - from minutes of meeting:

> *Mrs. Marks made two major points to the committee--the need of day care mothers for a sort of 'hotline' to get their health and development questions answered 'on the spot' and the need for a central registry for immunizations and other health data of children to provide ready recall of essential data for day care mothers.*

Zoo Trip

From a staff log, 5/26/71:

> *zoooooooooooooooo-h*
>
> *A kaleidoscope of a day--millions of kids in the office flashing before my eyes - bus flashing past - kids filing past me to board; houses, freeways, trees flying by - "millions and billions and trillions" of kids at zoo, yellow busses everywhere, "millions and billions and trillions" of kids at picnic area, food in and out of mouths, colorful shirts, laughing, shouting kids, running, hopping, skipping kids; students flashing around looking for Jerry; mammas in bus holding sleeping babies; houses, trees, freeways*

flashing past, all of a sudden everyone is gone and so is the best part of the day.

Things to remember -

Mrs. K holding a sleeping "desperado" in her arms coming home; Mrs. I's child-like delight at their first visit to the zoo; Mrs. R's jazzy hat and it really suited her and the occasion; Mrs. C taking care of her brood so efficiently I didn't even worry about her; Mrs. O pinning a tag on "Ben O"; the table of ladies all speaking Spanish; Mrs. H chasing Jack with a wash cloth after lunch; Mrs. W's look of patient, calm, dignity, grandchild in arms; Jerry hanging tightly on to student's neck after being lost (for five minutes which seemed like forever) and found; student H's heroic struggles with Jim; the papa taking a picture of R's kids in the strollers; the incredible amount of toddlers and the fact that no one cried!

One of the highlights of the family day care project was our trip to the zoo. During the family day care mothers' meetings the staff had suggested an outing for all of the mothers and children and we found eager acceptance of the idea to take their children to the Los Angeles Zoo. When this suggestion was proposed, all thought it a good place for the children. Our project staff scheduled the outing for Wednesday, May 26, 1971. Since this was the date of our final Wednesday morning meeting with our mothers, we decided to finalize the morning with a grand get-together of all the family day care mothers and their children. Invitations were sent asking the family day care mothers to be our guests and to bring a lunch if they wished to picnic in the surrounding Griffith Park area.

Embree Bus Company of Pasadena was contacted and arrangements were made

for a bus carrying a maximum of seventy persons to be at our project center at 9:15 am. The zoo opened at 10 am and we planned to be back at the project center by 1 pm.

Most of the children cared for in our project are under 5 years of age and we planned to limit our visit to that section of the zoo that is exclusively for the enjoyment of young children. This area includes baby animals the children may pet and low fences for easy viewing. Our plan was to view the animals in that section for about an hour and then to picnic in the nearby park.

As responses were received, it became evident that a larger bus would be needed as well as extra student help and a detailed plan to insure a smooth trip. A larger bus was obtained (capacity, ninety-three) and three extra students were hired for that morning. 22 invitations were sent and 15 positive responses were received (4 of the negative responses were due to illness). Name tags were made in advance, color coded according to groups of mothers, children and student help. The students were to help the family day care mothers with whom they worked and extra student help was provided in relation to number of children. A list of mothers, children, and emergency telephone numbers was typed; blankets, first aid kit, juice, paper cups and crackers were boxed and we were ready for the big day. The zoo was contacted as to opening time, entry fee (1 adult free per 8 children) and available strollers at .75 cents per stroller for our toddlers.

That morning, no one was late. The office was filled with mothers, children, staff, excitement and happy noise. Tags were pinned on the children by staff

mothers and students. Mothers needing transportation to the project center that morning were picked up (5 mothers and 18 children). The bus arrived at last and everyone eagerly climbed in. As our list was checked off, we found ourselves with the incredible number of 70 children, 15 family day care mothers, 9 students, 1 adult granddaughter who came along to help and 1 staff member. A break down of children's ages runs as follows:

		YEARS . . .											
0-6 months	6 months--1 year	1	2	3	4	5	6	7	8	9	10	11	12
1	1	8	19	14	11	11	1	1	0	1	0	0	1

At this time of year the zoo is quite crowded, but our mothers and students handled things very well. The bus unloading was fast and orderly and the entrance line wait was not too long. Seeing the number of toddlers we had, the zoo guard took pity on us and allowed us entry so that we might rent strollers. We rented 12 strollers. An hour was allowed for the zoo and it proved ample. Because of the high number of very young children, we checked our list of names before leaving the zoo. When we boarded the bus to the picnic area we did the same. The picnic area was also crowded, but we managed to find some picnic tables. Some of our family day care mothers were meeting each other for the first time and they seemed to enjoy this most of all. Food was exchanged, kids ran from table to table and all enjoyed the variety of snacks. Time ran out all too soon and we had to count noses again to board the bus home. At this point, the day almost became a disaster. As we were boarding the bus, one of the mothers discovered her child was missing. The student who worked with the mother immediately set out in search as did all of the other students. The lost child was quickly found not too far away, but with the number of

children running around the park it was difficult spotting him. Needless to say we were all relieved to see him. It all happened so quickly (within 5 minutes) that no one, but staff and the family day care mother knew the child was missing.

Everyone was checked in and the bus headed home with hal the little ones sound asleep. A good, good day and a good time was had by all.

Students took mothers without transportation home and we all said a reluctant goodbye.

From a student log, 5/26/71

They say that it's all happening at the zoo.
I do believe it, I do believe it's true. -
Simon & Garfunkel

The zoo was neat
And we're all beat
And I can assure you
It was a treat
for everyone
That wanted to come
from big people, bus driver,
To sleepy little ones.

The zoo trip was great except the very beginning. I don't like being bitched at. From then on, it was marvelous. Had a really great time. The kids were right on, the bus ride was fun and it was the most together thing this project has done. It was like everyone was tuned in to everything and everyone else. It was a giving, sharing day and something good to remember.

Class for Family Day Care Mothers - "How Children Learn & Grow"

The following is the report of Betty Smith, who taught the class for the family day care mothers.

In mid-April 1971 we embarked on a short-term pilot class for the family day care mothers, growing out of their expressed desire for such a class.

The 1971 report of the Advisory Commission on the Status of California Women dealt extensively with day care, and carried even greater emphasis on family day care homes than in the past. One of the two recommendations made by the Commission in regard to family day care was:

> "That needs of family day care parents to provide enrichment activities which contribute to the child's potential for learning and his or her emotional growth and development be met through expansion of formal and informal training opportunities using present county welfare department and other community resources."
>
> (Underlining ours)

We were attempting to do this very thing!

A flier was sent to all family day care mothers on the mailing list and an announcement was made in the family day care bulletin. Attendance was voluntary. We planned to meet, initially at least, at the project office for 2 hours - 7:30 to 9:30 pm, one evening a week for 5 weeks. After the first meeting we agreed to change from Monday to Tuesday evenings and to continue at the office site. It is a comfortable setting which lends itself well; is familiar to the women; well-located geographically, as well as providing a black board, work space, informal seating area and refreshment preparation area.

It seemed realistic to expect about 5 persons. However, for the first meeting there were 7; then 8 each for the subsequent 3 sessions and 6 for the final one. A total of 10 women attended at one time or another and 5 of those attended all meetings. This is impressive when one considers family day care mothers' long hours of work, potential for fatigue and the increasing inclination on the part of many people not to go out at night. In addition, other staff members and field demonstration assistants dropped in for the meetings.

Our teacher was Betty Smith, currently teaching classes in Parent Education for the Los Angeles City Schools. Having an abiding interest in and concern for quality family day care, she previously taught classes to family day care parents, but this was a new situation in many respects: 1) this group of family day care mothers would be coming together in an already familiar location and with some knowledge of each other and some sense of unity and group feeling. 2) they already were engaged in providing day care. 3) their participation was voluntary; 4) they represented a broad spectrum in terms of age, educational background and social class (5 were Black and 5 were White.)

A format for the class was proposed by the teacher; that we take a broad view of child development rather than to limit ourselves to techniques of child care; that the sessions would divide into 3 parts -- some "nitty gritty" on development; some personal interaction of the group, based on material presented and some sharing of creative ideas during the coffee break time.

The text chosen for the course was, Understanding and Guiding Young Children,

Katherine Read Baker and Xena F. Fane (2nd edition.) The family day care mothers decided that they would each like to try to read all of the text rather than divide the responsibility for reporting on 2 chapters. We provided simple notebooks which became a repository for articles, pamphlets, etc., concerning child care. Pamphlets on safety, nutrition and other matters were given out along with mimeographed materials on growth and development.

Attempts at writing were not nearly as successful as eliciting verbal contributions. All women seemed able to take part in the discussions easily from the beginning, having had the experience of the center meetings. As in any group, certain members dominated the conversation. As we introduced the subjects of physical, mental, social and emotional growth there developed a focus on the shy child, self-concept, hyperactive children and frequently, discipline. Mrs. M would speak of one child as a "despardo" claiming that he frequently "falls out" -- her response would be, "Do you want your socks spanked?" Then with an explanatory note to us,"'Cuz when his socks get spanked, his legs feel it!" Another family day care mother responded, "Forget the socks, forget him, ignore his actions. We got to work together." Frequently 2 or 3 of the women would be involved in discussion of problems of their own natural children, rather than their day care children.

Assignments were minimal - usually pertaining to direct observation of certain kinds of behavior or incidents. Prior experiences or current episodes were easily shared. Some volunteered to make reports from the text or extra resources.

Because the first two reporters did a very special job, their competence probably deterred others from trying because they felt they might not do as well. One foreign-born family day care mother came to the teacher quietly and offered to take one of the extra resource books home but, "...not to report back because of my English..."

Most of the women do not have strong self-concepts in relation to their work. Perhaps a beneficial adjunct in a class of this sort is to help build greater respect for themselves.

At one point while discussing the "Check List for Day Care" which some of the family day care mothers had been helping with during their center meetings, we considered that perhaps a page of notes pertaining to the "needs of the family day care mother" could be included. This status really stirred them and opened a new vein of discussion; one could sense a feeling of, "Yes, I am important too, I have needs which the natural mothers and others can be aware of !"

Referring to the family day care mothers as teachers received a variety of responses. One, Mrs. C told of many instances which belied her claim that, "I'm not teaching." Another family day care mother said she felt that definitely Mrs. C is a teacher. Yet this idea is very threatening to some. Mrs. D was defensive "If there must be pressure, learn to sit etc., I don't want that. If I have to turn my home into a school room and pressure teaching....." As with many natural mothers we need to do more exploring leading to some self-discovery of the teachable moment, intrinsic ability etc.

Two areas of concern for a class like this seem to be 1) course content and information and 2) group dynamics and social interaction for personal growth.

It seems from this experience that the family day care mothers may act as agents of change for each other. One example of this stemmed from a discussion of safety and one family day care mother stated flatly, "I never let children into the kitchen." Another mother looked a little shocked but did not say anything direct at that time, however later she tactfully described, in a different context, the benefits she felt resulted from letting children explore in the kitchen, help with cooking etc. but with safety still being considered.

Not only did the family day care mothers share their philosophies and ideas but also specific examples of things to make and use with children. The teacher brought some things as stimulators and the sharing became infectious. One evening milk cartons and nylon hose were used to create bug cages. We talked of using common things in the environment for making creative playthings. The next session one of the family day care mothers brought two milk carton toys which she had made, one a simple piece for very young children and the other a detailed school bus with moving wheels. The following week another mother brought paper bag puppets which she had made.

As we proceeded with the course content we found it most pertinent to dwell heavily on the first year of life. We constructed our own growth and development chart for this period of life and while we were doing this one family day care mother volunteered the use of her own films of her daughter; another said she

had tapes of language development of her son. Subsequently we used both pieces of materials as parts of class sessions. When we discussed intellectual growth another family day care mother brought her copy of Parent's Magazine to share an article, "New Ways to Measure Intelligence in Infants."

The women seemed anxious to increase their knowledge and eager to come and share. When one participant thought she might not be picked up for class she called in to make sure a ride was available. All were prompt in coming to class on time and seemed attentive and involved while there. One person inadvertently left her notebook at the project office and called to make sure that it would be taken care of for her.

The teacher felt that there were definite values in having other staff members and field demonstration assistants come to the meetings on an informal basis. At times needed service was performed, such as providing transportation, and in one case keeping a child occupied nearby so his mother could be with the class. But beyond this it appeared that it helped the rapport of the group and showed the involvement and commitment of the project personnel. Staff could see in a more objective way than the teacher, certain areas which might need to be emphasized or clarified. They could possibly make observations which would be useful in another setting -- at the homes of family day care mothers or at center meetings. Also they might hear feedback from other occasions; for instance it was during class that one family day care mother related that she had gotten ends of paper rolls at the newspaper plant and, later, mentioned about

obtaining her library card--both were items which had been suggested at center meetings (though she did not state this) and this implementation might not have been otherwise noted. This situation also provided an opportunity for staff and the field demonstration assistants to observe group dynamics and thus to know these family day care mothers more completely.

Benefits accrued to th teacher also as she subsequently worked in another capacity with the project. Knowing the family day care mothers was helpful as it increased her ability to share with the rest of the staff. Also it enhanced the ability to place children satisfactorily and to be responsive when family day care mothers dropped in at the office. On the phone Mrs. L was sorry not to be able to accept any new children at this time as she had started an English class and this was important to her. "You know in your class I couldn't write very well." Another instance happened when Mrs. H stopped in to return equipment and also asked if we had any reading matter on aggressive behavior. She said: "There is so much to learn about and I want to know."

We attempted to obtain evaluations either in writing or orally. It is difficult to get information and not just complimentary remarks. A short form was devised and offered with no names requested. 3 of the 6 members present the last evening turned in a written evaluation. Comments were as follows:

> *...very helpful to me in many ways, getting ideas of other mothers, and reading the books...*

Another said:

> *...was very helpful to me learning the modern ways to understand children of different ages.*

One for whom writing is difficult spoke her comment saying:

> *"over 5 years I've been doing this (caring for children) and before this (project and class) I have never even had anyone to talk with about it."*

A very honest and valuable evaluation came indirectly from one of the field demonstration assistant's reports on a home visit. The family day care mother was talking with the student about the mothers' meeting at the center which she had attended that morning. A presentation had been made on stimulating sensory awareness in preschool children. Mrs. N's comment was that this was more the kind of thing she had hoped would have been provided in the growth and development class. The following is excerpted from the student's report:

> *"...the child growth and development class was not, from her point of view, a good learning experience. She felt there should have been more structure, because the discussions became too rambling and personal--that most of the mothers really know quite a bit about child growth and development from their own experience. She also felt that the text book used was on a high school level."*

This reflects the dilemna when a class is composed of such a heterogenous mix of persons; some with very little formal education and others, such as Mrs. N who was much more sophisticated than the rest. Her field demonstration assistant commented in a report that," ...she has more than just adequate knowledge of how to meet children's physical and emotional needs." Somehow, needs of all kinds of persons must be more adequately met. Mrs. N was such a strength to the class and undoubtedly gave to others more than she received.

In the formulation of plans for the class it was determined that we would give some type of certificate or letter to the participants. On the final evening we had a small celebration, the food plans and preparation having been made by the women the previous week. They enjoyed putting on the party which featured delicious home-baked refreshments. When the letters were passed out to each one in turn, one of the women, Mrs. M exclaimed, "I'm going to frame mine !"

This was not an ideal situation but it could be considered a prototype of a built-in component of an on-going project. Perhaps a daytime class would be more feasible for some, using field demonstration assistants to release the mothers; some guided observation opportunities could be added; curriculum needs expanding with even the possibility of diverse but mutually complementary alternatives for persons to choose such as to ultimately gain a certificate in preparation for day care service, to receive college credit or merely to enhance knowledge in a certain area.

Four C Conference

A 4-C (Community Coordinated Child Care) program was conducted under the auspices of Pacific Oaks College in conjunction with San Fernando Valley State College; California State College, Los Angeles; and the Center for Early Education in February and March, 1971. The focus of Pacific Oaks was on family day care--its problems and promises as seen by family day care mothers, working parents, administrators, licensors and trainers involved in

family day care. The coordinator of the conference was Betty Smith who had a good deal of experience in the training of family day care mothers through adult education classes. The joint planning culminated in 4 separate mini-conferences at each campus. A series of three meetings were held at Pacific Oaks College that involved four family day care mothers from the Community Family Day Care Project, five field demonstration assistants and the staff.

The working parents' panel began the series. All of the women were consumers of services of the family day care mother consultants involved in our project. They expressed their comfort and confidence in the family day care mothers.

Mrs. White said:

> *Well, I really enjoy my work. I'm a floor lady at a sewing factory and I have a little baby, a three year old and an eight year old. I enjoy my work so much that I hate to give it up. Where I'm keeping them now I enjoy it because I don't have to come in and ask what my children have done for today, she meets me at the door and tells me what they have done.....She has listened to Sesame Street, knows 1 - 2 - 3; the toys he likes to play with, the little riddles and songs she teaches them. My three year old has really been slow and I'm proud to see her (family day care mother) working with him and taking him to different places...he has been to a farm, to the park ...I just like the way she takes time with them.*

In her contrast of family day care with other kinds of child care which she had used --"baby sitter", "home baby sitter", or "friends", Mrs. White did not use the term family day care mother but coined her own phrase, referring to it as "child care keeper".

Mrs. Green, a social worker with children 2 1/2 and 5, expressed her concerns in this manner:

> *I feel very guilty about having to work and not being home with the kids...but as long as I have to work to feed them I am very happy that I have a woman with a house - who has children of her own. The family day care mother was married young, she has grandchildren and school age kids and I would rather that my children look up to the school-age children. It's just great, cause my little girl imitates what the other girl does. She teaches my little girl more than I can.*

Another point which Mrs. Green made was:

> *They do have a warm environment there, they are together and I think that is important. When you have a broken family I think it is more important to keep the kids together, so that has helped.*

Mrs. Black, a member of the faculty expressed her feelings in this way:

> *I think over a period of years I have used almost all types of day care. I used group care for a time with my now teenager daughter - I've used neighbors, babysitters and right now, for the first time I am using a licensed family day care mother in a home in combination with nursery school. In other words, my four year old daughter goes to school in the morning and then goes to a family day care home in the afternoon. I tend to be--well, I like family day care better than group day care. Primarily because it is much more personal and I think it is a much richer experience for children.*

Another panel consisted of family day care mothers from Pasadena as well as one from Watts and one from Venice. Many of the same issues raised at center meetings were discussed by the panel at the second meeting of the conference. For example: A question came from the audience, asking, "What about problems with children from one-parent homes? Are they any different?"

Mrs. T, a White, lower middle-class family day care mother responded:

> *I believe that about half of the children I have cared for have been from one-parent homes. But the biggest problem I've ever had came when parents were involved in a separation and then a divorce; it made such a change in the child's behavior. After I learned that the father had moved out and left them then my husband began to pay an extra amount of attention to the little girl and I think it was primarily his help that was the real factor in her improvement.*

A poor Black family day care mother, who claims that most of her children are from broken homes, said:

> *It didn't affect them too much...I didn't get it when I had them or it didn't show. But I did notice that what they mostly wanted was affection--love and food mostly--taking proper care, you know, meals on time. I gave them this and had more things for them to play with than they had at home. Also it helped them to be around other children.*

At this point another family day care mother joined in:

> *Well, I haven't had children from broken homes, but I know that my husband plays a big role in the family...I think that is very important ...a man, to take an interest in the children, a father, or someone, for a male image.*

Another family day care mother said:

> *Notices the things the mother says about her child; then finds pleasant comments to return. If the mother complains about the child, I tell her how I handle the situation and say-- "maybe you could try that sometime".*

However, this particular family day care mother had a great concern about the working mother:

> *She's got a lot of problems and I get her to have confidence and this is something--new things that she is learning too, a job, going away, getting up in the morning...I know because*

I was a working mother, too, and if she don't have to worry that her child is being taken care of okay, that's important.

The family day care mothers also exchanged ideas about facets of child care, one of which was language. Some of the conversation went like this:

Most mothers just naturally talk to babies...but if a mother is very nervous, if she has an awful lot of personal problems--she just mechanically does what needs be done for the child--it's not that they don't love this child, it is just that there is so much going on and she is thinking of so many other things that she doesn't talk to the child as much as she should...the parents don't understand that the only way they are going to learn to talk is for them to talk to them.

Another family day care mother added:

You should start talking to them when you change them--you talk to them you play with them--they know by the tone of your voice--by the look in your eyes, by the touch--all that, they understand and as they grow older you converse with them and they understand more than you think.

Discipline, too, was discussed. One family day care mother posed her philosophy in this way:

I can't give up on a child because he misbehaves or he's a problem. I mean, I don't think that is right. Sometimes maybe you can put a little more effort into the child because after all he's a human being and you have to think of the far end results of the problem not that a little boy is misbehaving. Just, you know, try and not give up on the child.

The third meeting involved an exchange of ideas, problems and possible solutions in the area of licensing family day care. Administrators, licensors and family day care consultants from Department of Public Social Services

discussed the double bind in which they find themselves--a cutback in personnel and a tightening of licensing requirements. Healthy and polite confrontations occurred between licensors and family day care mothers who find the new laws unworkable.

The 4-C Conference served as a beginning of the development of communication bridges between the consumers and providers of child care services, as well as for the Community Family Day Care Project staff, administrators and licensors in the family day care field.

Pot-Luck

(This is a report the editor of our Bulletin, Blanche O. Buegler, wrote about the pot-luck luncheon)

Fellowship, food, and a mutual interest in family day care drew some 50 people to Pacific Oaks College, Saturday noon, June 12, to share pot-luck.

Mrs. Elizabeth Prescott, director of research for Pacific Oaks, was the luncheon speaker. In comparing family day care with group center care, she noted that the day care home has a softness (rugs, sofas, upholstered chairs) and a homey feel not possible in a group center. She mentioned, for example, that on a visit to one day care home, she had come upon the mother lovingly combing a little girl's hair while both watched Sesame Street. The loving touch is natural in the mother-child relationship.

The luncheon was initiated by the family day care project staff. Arrangements of greens and fresh flowers were lovely. Table appointments were carried out in cool blues, greens, and purples.

Tempting dishes included health food in the form of an all-vegetable casserole; chicken prepared in a number of ways; a tamale casserole with a south-of-the-border flavor; a variety of salads; homemade breads and cakes; crisp, dainty Yugoslav pastries; even homemade wines. The abundance attested to the day care mothers' attention to nutrition.

Among those present were 18 day care mothers (one from Culver City); 8 husbands; family members and friends; the family day care project staff and husbands; Mrs. Elizabeth Prescott, Pacific Oaks research director; and Mrs. E. Robert LaCrosse, wife of the college president.

Child care was provided in the Pacific Oaks yards for the 20 children who came.

And from a staff log:

> *By noon the place looked beautiful. Mrs. I arrived early with Mr. I and both proceeded to help. Three students and one husband came early too. Wow! Was it a nice thing. The food was delicious and it was one of the few pot-lucks I have been to that had more than enough food. The family day care mothers brought their children, spouses and friends and we had a total of 40 family day care people sitting, eating and talking and 20 children being cared for in the yards by Pacific Oaks students. Liz Prescott gave a short speech on family day care mainly speaking about the touching, feeling, tender relationships between family day care mother and child that cannot occur in center day care due to numbers and ratio of adults to child. A very lovely, impressive day.*

In summary, the support services developed and offered were necessary spices and seasonings that added to the flavor and joy of the project. The staff viewed itself as a catalyst in helping the women to define their needs and then in helping them to make the necessary contacts in order to fulfill them. Most of the rich services offered were found within the ranks of the family day care mothers and within the community.

LICENSING

The primary legislative thought in licensing is not prohibition but regulation to be made effective by the formal general denial of a right which is then made individually available by an administrative act or approval, certification, consent of permit." - Ernst Freund (Class, 1968)

The purpose of licensing of family day care is to assure communities that the children receiving this service are in facilities that meet minimum standards for their care and protection. In California, family day care homes are licensed by the Departmentof Public Social Services, commonly known as the County Welfare Department, under regulations established by the State Department of Social Welfare.

The licensing laws changed during the year of our project's initiation. In order to utilize funds for caring for children of welfare recipients under the 1967 Social Security Amendments, the Federal Interagency Day Care Requirements had to be met in family day care. Therefore, the State Department of Social Welfare recently changed the licensing standards to meet those requirements. It was found administratively impossible to have two sets of standards--those for homes in which federal funds are used and those in which they are not. Therefore, the new law (June, 1970) requires family day care homes to have 1 of 3 licenses based on the ages of the child:

1. Allows for the care of up to 5 children, from the ages of 0 to 6 including the mother's own children of 16 years of age and under;

2. Allows for the care of 6 children from the ages of 3 to 14.

3. Allows for the care of 10 children from the ages of 3 to 14, provided there is additional adult supervision.

In addition to the ages of the children, the family day care mother must qualify in other ways to obtain a license:

- Attend a group pre-application meeting.
- Send completed forms to Central Day Care Licensing.
- Meet with a Foster Home Licensing Worker who will come to the home.
- A day care parent must be able to accept her role as substitute parent without becoming the replacement for the natural parent.
- The family must have sufficient income to meet its own basic needs. (Public Assistance grants are considered adequate.)
- The home must have adequate napping space for children kept during the day; and adequate sleeping space for children kept during the evening.
- The day care home must be free of accident, fire and health hazards.
- The home must have vented heat.
- If toddlers are to be kept, a fenced play area is required.
- In specific circumstances, women who work part-time and apartment dwellers may be eligible to become licensed.
- A day care mother must be over 21 and in good physical and mental health.
- All adults in the home must show evidence of being free of active tuberculosis and must be fingerprinted to show no evidence of conviction for an act of willful bodily harm or for a sexual or narcotic offense (Family Day Care Fact Sheet issued, by Department of Social Services).

There is no fee attached to this procedure, other than the cost of a TB test. The state pays Department of Social Services $65 for each license that is issued.

Two social workers assigned to the Pasadena, Arcadia, Sierra Madre and Monrovia area are in charge of licensing family day care and foster homes. At our last check, this office was at least 90 days behind schedule in meeting its licensing commitments.

It is also the duty of this department to make two home visits a year for the purpose of checking records, facilities, problems, etc.

When we began the project, there were 22 family day care consultants located throughout the county of Los Angeles. They were to provide help and consultation to the some 3,000 licensed family day care mothers. However, with a freeze on county jobs, this number was cut to 11 in March, 1971. We understand that the number has been increased again so that more consultants may now be hired. (We would like to acknowledge the assistance of this group of people headed by Mrs. Gloria Sparks.) They are a hard working group dedicated to the support of family day care and have been responsible for training classes, as well as an innovative program with welfare mothers.

The family day care consultant in Pasadena was most helpful and cooperative with the staff of this project when we began. He has since left Department of Social Services for another job, and he has not been replaced. In a sense, his hands were tied when it came to improving or supporting children's programs. He was not a licensor and carried the onus of Department of Social Services on his shoulders. He could only use his powers of persuasion to improve or screen out programs. His training was not in the area of early childhood, nor was it the background of the licensors.

An example of the licensing dielmma can be found in a staff log:

> *We were asked to consider involving three licensed family day care mothers who are running illegal establishments. There i[illegible] a mother and daughter (Mrs. A and Mrs. B)*

who have been reported by mothers as mistreating children, and Mrs. C who is taking many more children than her license permits. Department of Social Services has been unsuccessful in closing the places down because the "raided" refused entry to the "raiders". We have contacted Mrs. C, and she said she will join our program--we will see how we do.

It has also been reported to us that no home once licensed has been closed down in this area. It is almost impossible to stop a woman from operating, once she receives a license. It is well known that on days the social worker visits a home, extra children are asked not to come to the facility or it is quite simple to claim the extra children are just "visiting for the day". To prove mistreatment is another extremely difficult feat." The child slipped and fell " is an easy excuse.

Class (1968) points out that "a good law, well-formulated standards, sound administrative organization and proper carrying out of the licensing process are not enough. To achieve the goals of child care licensing, there are four other important needs: adequate funding, qualified staff, community education, and clear but judicious invocation of authority." In the case of family day care licensing, the needs are not being met. The licensing division of Department of Public Social Services is overworked and understaffed. It must also license foster homes, which they seem to consider to be a much more pressing problem at the moment.

A social worker qualified to judge a person's competence to care for young children should be well versed and trained in early childhood education. It is our impression

that such is not the case. Community education takes time, money and energy. The workers who must license and supervise can hardly be expected to mount the kind of campaign necessary to inform and educate the community. This kind of education and the use of authority to support and upgrade family day care must come from high up the administrative ladder. Unfortunately, this children's service has been relegated to the bottom of the heap. The number of licensing personnel for family day care has not increased since the mid-50's in spite of the ever-growing number of applicants for a license.

The 1971 report of the Advisory Commission on the Status of Women entitled California Women (1971)., states that "family day care parents are a vital resource in meeting overall child care needs. Not only should the licensing problem be remedied but additional numbers of parents should be encouraged to provide such services and should be given assistance in their efforts to and provide a safe, caring and enriching experience for the children in their charge." The commission recommended that "the Legislature and the State Department of Social Welfare request the United States Department of Health, Education and Welfare to change the Federal Interagency Day Care Requirements to permit greater flexibility in the ages of children who may be cared for in a given family day care home, so that the children who would be the logical clients of a given home by virtue of their proximity to it, or other reasonable circumstances, are not excluded solely because of their age, provided the home is otherwise deemed capable by the local licensing department of providing good care for its total client population."

We are not sure that licensing can insure quality care. Our experience is that the two homes we have found with least to recommend them for the care of young children are both licensed. On the other hand, many of the excellent family day care homes in our project are unlicensed and are operated by women who set their own excellent standards. Perhaps Class's recommendations (1968) must be seriously considered:

> *Required registration of certain types of family facilities plus right of inspection might result in better protection for the time being than a formal licensing system suffering from manpower shortages and possible community resistance to formal license requirements. Registration would help to establish the magnitude of the problem and thus provide a basis for program planning; it could also constitute a membership roll to which communications regarding child care could be sent by the welfare and cooperating departments.*

THE BARRIO

Introduction

The many facets of the barrio and the special needs they presented in relation to this project necessitate a separate report. While other ethnic groups in Pasadena may share the same poverty, the history, culture, values and language of the Spanish-speaking people present unique modes of behavior that may or may not be compatible with the White culture and its values.

To send middle-class staff and students into the barrio without proper knowledge or supervision could be a disaster for both, but if the barrio and its values are truly accepted and respected, the experience can be an enriching one for all concerned.

What to help change and what to accept is a difficult lesson for those who go into this community. In the initial eagerness, costly irreparable mistakes are easily made in the name of change and "White mainstream values." This report stresses the care and time one must take and give in developing trust, the perception needed to know what to change or what to leave alone, the sensitivity to help people recognize their needs and achieve them, and above all, the love and respect one should have for the people and their values.

Identification and recruitment of family day care mothers in a Spanish-speaking community is a slow and difficult process. Until trust is fully developed, one meets with polite smiles, politely guarded answers, polite shrugs but very little

information. While other ethnic neighborhoods may face similar problems, isolation due to language, lack of communication (due to unmet transportation and telephone needs) and a general distrust of the social-work oriented establishment accentuate the alienation. The most compelling reason, however, is that legal and illegal residents live intermingled and the fear of "la imigracion" is ever present. Why should they trust you? As far back as the Spaniard invasion of Mexico, the European has come to conquer and keep and the American has followed suit. The Mexican has learned the lesson well, "the 'Gringo' takes much and gives little."

Since our project was geared to working with people rather than using them solely for the benefit of research, a natural step was to offer help and services that were badly needed. This help would be an ongoing thing and was not to stop only because we had successfully recruited the family day care mothers. Our students were also given to understand that their work with the Spanish-speaking mothers would entail more community work than their work in some of the other family day care mothers' homes, i.e., transportation to the Health Department with a child requiring a blood test or to the market or laundromat, translating a letter or notice, enrolling a child in school, etc., etc., etc. There is an endless need for help with all of these minor things (major, if you don't have the help or know how) and we decided to do all we could within our limits, our students' and our project.

The Mexican and Mexican-American community of Pasadena consists of 12% of the total population. Los Angeles which is the "official port of entry," boasts of barrios that stretch mile after mile. Not so Pasadena, a north east

suburb of Los Angeles. Most of the Spanish-speaking people are interspersed throughout the city and the barrios are no more than small pockets. (Ethnic food supplies and entertainment, i.e., Spanish-language movies, mariachi music, restaurants, are to be found in Los Angeles on weekends.) It was to one of these small pockets that we made our initial recruitment visits.

This barrio is made up of Mexicans, Mexican-Americans and a few Blacks, located 8 blocks from Pacific Oaks College. It is a low socio-economic area with the usual pressing problems: housing, jobs, food and non-acceptance as respected human beings by the White dominant group.

Contrary to their culture, Mexican women are forced into the labor market to augment the husband's pay check since most of the males are employed in the menial jobs that seem to be the lot of a man without a profession or the facility of the English language. It is virtually impossible to receive welfare aid when the head of the household works a steady thirty hours a week no matter what the salary, so most Mexican families are not on welfare. Mexican culture encourages family stability and the male as head of the house is not to be denied. The lying necessary for a welfare check or food stamps becomes impossible. Language barriers,an innate distrust of the White bureaucracy and lack of the sophistication necessary to know one's rights as well as the knowledge of how to use the system are also contributing factors to the problem. For some there is always the question of their legal status as residents which automatically precludes state aid.

Many of these working Mexican women have a relative or friend that will "live in" and care for the child in the mother's own home. This type of family day care did

not fit the criteria of this particular project, further limiting our recruiting possibilities. For its size, the barrio offered many challenges, frustrations and eventually some joys.

The following staff logs illustrate the different methods of recruitment and the resultant failures and successes.

Staff log:

8/18/70
This morning I thought of Mrs. ZP and the fact that she cared for two babies so I went to see her. She is now expecting her sixth child and is not caring for day care children any more. As I left her home, I met a cluster of ladies walking home from an English class given by the Salvation Army, hot, tired, and carrying and wheeling babies. One of them (Mrs. OP) seemed to be the spokesman and was very cooperative and "unafraid". She advised me to go to the Well-Baby Clinic that same afternoon as she was certain I would meet many women there who were involved in day care.

Well-Baby Clinic was a mad house. They were offering the German measle vaccine so they were very crowded. I saw "my" cluster of ladies there and was introduced to Mrs. SB. She is supposed to care for two little girls beginning next week. Mrs. SB is worried that we are the Gestapo. Mrs. OP's comment was that "this is one of our shortcomings. We don't take advantage of a good thing because of our suspicions." She is right, but consider the history! I also met a Mrs. ZC who works but had taken the day off to bring her children. A day care mother takes care of the children. Will look her up soon.

Could really not do too much recruiting as I had to translate. They do not have a bilingual nurse there and the doctor speaks no Spanish either, so my value that moment was as a much needed interpreter. The women had to sit, stand, perspire and be overwhelmed by noise, babies and people who spoke no Spanish. No wonder our mortality rate in the

"American Way of Life" is so high. They should pin a medal on those ladies. Some of them were waiting their turn for over three hours.

8/24/70
This afternoon I went looking for Mrs. RB. She takes care of Mrs. ZC's children while Mrs. ZC works at a laundry from 8 to about 5. Mrs. RB exists in one room cut up into a bedroom, a kitchen and bath. She cannot read or write as she had no schooling whatsoever in Mexico, due to the Revolution and the extreme poverty. At seventeen she came to Texas and worked harvesting crops. She married and had her first child here and returned to Juarez with her husband where she subsequently had 8 more children. Her husband died and she worked in the fields to support the children and then came to the U S. where she did housework. She now lives next door to two daughters existing on the money she earns baby-sitting and on what her daughter can give her. Mrs. ZC pays her $20 a week to care for A, seven months, and L, two years. She receives no social security and she will not apply for welfare.

Her room is in very bad shape, but she is afraid to ask to have it painted for fear they will raise the rent. The $60 covers all utilities. Plaster is cracked off the walls. She rents the room furnished, so one large bed dominates the room, leaving little space for a dresser, a couch and an assortment of chairs. She was friendly and communicative, but wondered how she could help us as she could not read or write.

This evening I received a call from the children's mother, Mrs. ZC, saying Mrs. RB was very fearful and did not want to take care of her children anymore. She thought that we were from the Department of Social Services and might want to make trouble for her and Mrs. ZC. I talked to Mrs. ZC at great length and due to all the help I gave her at Well-Baby

Clinic she said she trusted me and would talk to Mrs. RB about cooperating with us. Mrs. ZC says Mrs. RB is an excellent day care mother as the woman the children had before did not feed them well and that since Mrs. RB has had them they are fat and healthy.

I am so disappointed, I was sure that we had explained things very clearly to Mrs. RB, but I guess I asked too many questions too quickly. It's just the fact that she paid such outrageous rent for that awful hole in the wall I was upset. It is very hot in the room and no yard is available so the only outing or outdoor play for the children is at her daughter's house or a walk with the stroller. I had suggested the student could take them to the park, but Mrs. ZC says she interpreted this remark to mean the student might abduct or harm the children. Mrs. ZC assured me she would set things right.

8/25/70 (A.M.)
Went to see Mrs. O this morning. Her name was given to us by Department of Social Services. A bright spot in our lives! This is a home with two children who are free to use the living room, the house and the people in it. Mrs. O is called "mama" and Mr. O, "Pasha" (grandpa). Mrs. O cares for her two grandchildren and two caucasian children. She was born and raised in Pasadena and is fluent in both English and Spanish. Her daughter is a teacher and her son is an engineer, now becoming a lawyer. She is quite articulate and speaks freely on children and values.

8/25/70 (P.M.)
I stopped by to see Mrs. RB and apologized for worrying her. She said she was not as worried as her daughter who thought I was an investigator. I again explained the project to Mrs. RB and waited for her daughter to come so I could talk to her. Her daughter is a young, pretty girl. Her idea of me was that I would check up on her mother and if she was not caring for the children according to my standards I would report this and the government would come and take her children away. I again explained the project and I think she understood because she said, it was up to her mother as her mother was the one to participate.

Mrs. RB said that she had understood and had accepted the program the first time. I left feeling better, but I will wait and see if there are any other doubts or misunderstandings. The daughter is very interested in nursery school for her three year old. Maybe our student can help there.

The volunteer work at Well-Baby Clinic on Tuesday afternoons gave us a chance to get to know the women in the area and slowly to gain their trust. They tried to be helpful, but few attending the clinic knew of women who worked away from home. The staff and the volunteers working with the clinic welcomed our help with the children as well as with the translating and we saw our role there as part of our service to the community. As our project progressed, we found it difficult to spend as much time there as we wanted and were needed so a staff member asked her Spanish-speaking friend, Suzanne Klemer to volunteer her services every Tuesday. One of the students at Pacific Oaks heard about the clinic and she, too, became a dedicated volunteer. Because of this involvement, Pacific Oaks recognized the value of the clinic as a possible tie-in for a class on infants. Our project laid the necessary ground work resulting in a two unit class S182 offered in the Spring Semester.

Staff log:

10/13/70
This afternoon I went to Well-Baby Clinic. Suzie was there as was our Pacific Oaks student. They will come on a regular basis now, I think. Both of them are excellent. We had a full house and I did not get home until 4:20 p.m. Part of the reason was a new nurse with such a disdainful air and such a reluctance to be of service that she "gold-bricked" it all the way. She was also very insulting in her remarks. A wonder we survive with any sense of self-worth or dignity.

11/10/70

Met supervising nurse (public health), Betty Jean Prosser at Well-Baby Clinic. She had heard of our volunteer program and had come to thank us. I spoke to Mrs. Prosser about the insensitive nurse. She agreed, but still made excuses.

The Department of Public Social Services gave us a list of Spanish sounding surnames as referrals for possible family day care mothers. These are women licensed by the department for child care. Most of the women on the list are from Latin countries other than Mexico. There weren't many, and all of the calling yielded only one receptive response.

Door to door recruiting was equally frustrating. We found one woman who knew of another woman, who knew of another woman, and so on, but all of these leads were to no avail. When found, either the woman was not caring for children anymore, she was not living at that particular address, she had gone back to Mexico or if she was caring for a child she would "have to ask my husband". We never knew whether this last answer was a cover-up for the fear, the lack of English, the reluctance to open one's house to a stranger or if indeed it was valid. Regardless, all reasons were respected. The one thing we never used was pressure.

Many of the women contacted were reluctant to leave their children in someone else's care, especially a strange student. Most Mexican women are accustomed to going out of the home only for necessities or to visit a neighbor so this new proposition from the establishment was frightening. It also seem ed very difficult for some to admit a stranger into their home to view their poverty.

About December, staff sat back and took a look at the Spanish-speaking family day care mothers. After months of recruiting, we had only 3 Spanish-speaking women involved on a regular basis. We were not prepared for the dropout rate! Mrs. MA's husband decided against the project, as did Mrs. HG's, Mrs. RB returned to Mexico, Mrs. LE lost her children and Mrs. AR gave up her children. Mrs. MO's schedule did not fit ours and lead after lead and phone calls after phone calls brought no positive results.

From Student log:

10/18/70
Mrs. MA has two children of her own, a 4 year old son in Head Start and a 2 year old daughter. She takes care of 2 other little girls ages 2 and 3. Her husband works for a firm near Pasadena and is very strict with her. He does not like her to go out of the house at all during the day. Mrs. MA is 21 years old, pretty and she said her husband is "too jealous." She has been here 4 years and wants to learn to speak English more than anything, but her husband does not want her to go to school. We spent most of the morning on Spanish lessons from a book she has. She was happy to have someone help her with pronunciations.

Staff log:

10/18/70
Picked up Mrs MA and brought her to meeting. I also stopped to pick up Mrs. AR but there was no answer so I went on to the office with Mrs. MA. Mrs. AR called later and said she was not going to care for children anymore as one is sick and she (Mrs. AR) is afraid it is contagious. The drop out rate on Mexican families seems to be 100%. Nice going Torres, next time around I am going to be born a Chinese!

10/21/70
Mrs. MA liked the meeting and we both hope her husband likes the project too.

11/12/70
Went to see Mrs. MA to see what her husband's decision about our project was. Negative. I asked about the feasibility of talking to him and she was agreeable, but apprehensive that he might be very impolite. She was also worried about being available as she is busy with the lawyer on immigration papers and may have to go through the consulate in Tiajuana. The decision was to wait until after this was cleared when she would contact us at which time I would speak to her husband.

At the end of the project our final count of family day care mothers was four Spanish-speaking and one bilingual woman. Of these, three entered quite early in the program on a regular basis, one was recruited late in December and one joined in March. One of the "regulars" left the program to return to Mexico and was gone four months. She rejoined us upon returning. The woman who entered in December was recruited in October by the Latin family day care mother across the street, but had a few false starts and finally entered on a regular basis in late December.

Staff log:

10/14/70
Mrs. F mentioned her neighbor across the street (Mrs. D) who took care of two little girls and she said she would try to talk her into joining the program.

I talked to Mrs. D on the telephone. Thanks to Mrs. F she has decided to join our project. A student will go to see her Monday. She cares for 2 children--1 Chinese girl and 1 Mexican-American girl. This may be a good way to recruit in the future. Have a family day care mother already in the program tell other mothers about it. Without Mrs. F's help we would not have recruited Mrs. D. Most of the Mexican ladies fear the system and the social worker image, to say nothing of the word "government."

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10/19/70
I took a student to Mrs. D's house only to be met at the door by a barrage of Spanish which when translated said, "I tried calling you all weekend. I cannot see you today as my husband is off and he is taking me for my driver's test to get my license and the mothers of the little girls I take care of do not want me to give their names out so you will have to excuse me from the program." All of this in one breath, leaving the student and me standing breathless on the porch. I crept back to the office! It was all so unexpected, especially after I had convinced myself that we could use people already in the program to recruit for us. No fun to fall flat on your face, is it?

12/10/70
Mrs. D called today and has decided she will join our project - finally! I sigh a fervent, "I hope so."

Student Placement

For the student fortunate enough to be assigned to a Spanish-speaking home the experience was unequalled. The majority of students had no prior experience dealing with poverty, different values, language and a culture other than their own. All of these combined facets required careful and thoughtful consideration of student placement. Staff found that supervision was required in order to help bridge the cultural gap and ease the initial qualms of both the family day care mothers as well as the student.

There was no question as to female students in the homes. However, Mexican culture would not approve having a male student in the home while the husband was away at work. The neighbors would also question the presence of a male. Of the students placed, 1 was non Spanish-speaking, 1 was conversant in

Spanish and 1 was bilingual. The following are excerpts from logs written by the young, White, middle-class non Spanish-speaking student. The student appeared untouched by the situation at the beginning of the year, but obviously became quite sensitive to some of the immense problems that face people isolated from the greater community.

Student log:

> *9/28/70*
> *Mrs. I appeared at first to be rather shy and indifferent toward me - possibly due to the language barrier. She speaks no English and I, very little Spanish. She has 3 very well-dressed and behaved little boys. She also takes care of a 2 month old boy, 5 days a week.*
>
> *There is very little money in this family - almost not enough to go around and yet she makes sure the children eat very well and properly even though she does not herself. She appears to be a very gentle, kind and warm mother trying to meet her children's needs.*
>
> *9/30/70*
> *Mrs. I was so happy to see me and welcomed me in as if one of the family. We are able to communicate very well with gestures and motions while at the same time teaching each other. The boys cried when she left for the meeting, but after that everything was fine. When she returned she insisted I stay and have lunch. She knows I like fideo so she had made me some. What could I do, but have lunch while she stood there heating tortillas and making sure I ate enough.*
>
> *She is such a remarkable woman. Her main handicap is the fact that there is really no place for the children to play. The house is miniscule and with the bare necessities and there is no yard. Because of the two infants, she is not able to go out often.*

A sensitive relationship was eventually established between the family day care mother and the family.

Student log:

5/10/71
Jose' called me by name twice today: "A., A., mira!" He was pointing to the trash collectors and their truck. When it was time for me to leave he said, "A, don't go." But then he waved goodbye. This was the first time he has spoken my name or directly to me.

5/12/71
When I came in today, Mrs. I gave me a big hug and was glad I had come again when her husband was home. Her entire attitude is so different on irregular visits than on scheduled Mondays and Wednesdays. She is so much freer, natural, and not at all restricted. On Monday and Wednesday I always get the feeling she thinks she has to perform.

5/28/71
She was walking with all three boys and picking flowers when I arrived. The baby is 13 months now and walks quite well. Mrs. I was really glad to see me. We talked about her trip to Mexico and her house there. She wants to live in Guadalajara with her family. Mrs. I really encourages a "do-it-yourself" attitude. Helping Xavier to walk up the steps was minimal. One step was too high. She picked up one foot and placed it on the next step waiting for him to push/pull the rest of his body up. Then she asked me to take her to the market. Did I ever see the problems she has in shopping! WOW!! She speaks very little English and can barely differentiate prices. And when signs say two for 43¢ or 8 for $1.00, she has no idea what that means. Why are there no Spanish signs on food labels? God, there must be a million people around here with her same problems. But so what...who cares?

After the market, we went to the post office - in a round-about way. She was holding up a blue chip stamp book and I thought she wanted to go to the redemption center. But she didn't. So back to Fair Oaks, and an Anglo post office where I got the stamps for her because Mrs. I couldn't be understood. How defeating it must be, so often, in an alien world that doesn't give a damn.

The loneliness evident in all of the family day care mothers was more poignant in the Spanish-speaking homes. Coupled with the alienation is the terrible feeling

of homesickness. The student in this home was sensitive and aware of these feelings and formed a friendship with the family day care mother beyond that of the student role.

> *10/14/70*
> *Mrs. F came in from the family day care mothers' meeting as I was preparing lunch for the children. We talked for a while about the meeting and the children. She asked me not to wait until next month's visit to see her again, that her home was always open to me. I thanked her and left.*
>
> *11/16/71*
> *Mrs. F was glad to see me today. She showed me her family album and talked about Columbia and how lonely she feels in the U.S.A. She is looking forward to going back home in early 1971. She has all of her family in Columbia. Her mother is a director of a children's nursery school. Mrs. F cooks Columbian food once a week for their friends. She says she likes to do this as it makes her feel less lonely and keeps her in touch with others from Columbia.*

Our family day care mothers taught our students the great asset of a bilingual, bi-cultural education. Three of the family day care mothers care for Anglo children and all of the children are learning Spanish. Ethnic food is also part of the enjoyable learning process. In some homes the male was present either during lunch or part of the day so father-child interaction was observed. Our students' logs give evidence to the enriched learning that comes from living an experience rather than just reading about it.

Students' logs:

> *That's how it went all morning . . .*
> *Everytime Mrs. O started to correct the children, Mr. O would intercede, "Dejalos son chiquillos"- (let them be, they are little) although he did back her up in reminding Tim about telling them*

when he has to go to the bathroom. Mr. O had nicknames for them all. One was "el gordo," another "el gallito," and"chatita" and "cotorrita," completed the roll. The children follow him around the house and he seems to welcome their help.

1/11/71
Mrs. O keeps up on things that happen in East Los Angeles and is very proud of being a Mexican-American. Her son helps her in keeping abreast of any activities connected with bettering the situation of Mexican-Americans.

12/9/70
Mrs. F left for the meeting and Mr. F continued with his work of fixing something in the backroom. He came out once to see why Rafael was crying. (I was changing his diaper and he was objecting to this). He showed concern for the children and played with them a bit. His motions were not free, but rather those of an authoratative, but understanding father.

I got the feeling from seeing Mr. F interact with the children that he loves them and in their own interest he will discipline when needed. Mrs, F mentioned that he favored Marie but because she is a little girl, he does not rough-house with her as he does with Rafael, i.e., throwing him up in the air or tickling him.

The children of the family day care mothers (their own) also benefited from their interaction with the students. Some of the young ones had no previous ongoing experience with White or Black adults. This was very important to one Mexican family day care mother and her husband. They realized how difficult school entry would be for a child coming from such isolation. This father seemed reluctant to allow his wife to join our project, but when this was pointed out to him he readily consented. The children were also exposed to some experiences they might otherwise have missed, i.e.,

zoo, library, Mothers' Club Co-op, Pacific Oaks yards, Backyard project, etc. The greatest gain was the trust that the children learned to give and receive. The following staff and student logs illustrate the growth in a family day care home in acceptance of an adult other than the mother.

Student log:

1/13/71
Staff and Mrs. P exchanged greetings in Spanish "muy rapido" and prepared to leave for the Community Family Day Care Center. One problem, Mrs. P had not prepared the children, i.e., she had not told them in advance that she was going to leave them, so when she walked out the door, Carmen and Josefina panicked, became hysterical and thrust themselves out the door after the mother, screaming with fear. So, o.k., Staff and Mrs. P came back in again - explaining, calming, soothing the children. They merely pouted and sobbed. After all, who was I and where was their mother going? Meanwhile, Conchita, the family day care child who has been separated from her mother many times played contentedly on the floor. When Staff and Mrs. P left again, I sat on the floor with some toys I had brought from Community Family Day Care Center and tried to engage Mrs. P's two daughters with them. Josepina was the first to be consoled. She allowed herself to join me on the floor and work with the puzzles in a disconsolate manner. But, Carmen wept sorrowfully. Poor, distressed dollies, finally they both became calm and interested in the puzzles and beads. Gradually, as the morning wore on, Josefina and Carmen lost their fears, became friendly and began to trust. We played lotto many times, they, teaching me the Spanish words for the pictured objects.

Mrs. P returned, said she enjoyed the meeting. I returned to the center, having enjoyed my morning.

Student log: (This student substituted for student D in Mrs. P's home one morning. This is her impression of the visit).

5/12/71
Mrs. P, the family day care mother, is a Mexican woman who speaks only a few words of English. Their home is located on a short street of dilapidated,

deteriorating houses. Some of them have been condemned. Within the confines of their little house, I wasn't prepared for the clean, orderly home.

D, who will be leaving in about twenty minutes introduced me to the children and gave me a short lesson on a few Spanish words and phrases. After D left, the girls and I managed to communicate. We finished the cutting and pasting that D had started with them. They love to tease, laugh and "rough house" a little. They also showed a willingness to try and speak some English. We played with a set of blocks and as we piled them one on top of the other we named the color in English. They soon realized that I was stacking the blocks in a pattern of alternative colors (white, yellow, red) and began to initiate the name of the color that should come next.

I enjoyed my visit to the P home, where warmth and friendliness pervade despite other obstacles of communication.

This acceptance of student G into the home by the children is a far cry from the initial acceptance of student D five months earlier.

Services

What made this project so worthwhile and exciting was the community work which staff and students were able to do as well as the learning and friendship that we received in return. The saving grace of a barrio are its people. To be able to come into a home and be greeted with genuine warmth and gladness, to be made to sit down and eat and to be missed when you don't come around for a while is the gift we received. What we gave seemed so little in comparison. Most of the people seemed to need a link with the services offered by the city, with the schools and with the community as a whole. There is a great need for translation of both the written and spoken word, a greater

need for interaction between the barrio and the rest of the community and the greatest need of all...to belong!

Staff log:

9/22/70
Met a Mrs. VA at Well-Baby Clinic with an 8 year old girl who should be in school, but has not been sent because they are planning to return to Mexico. The trouble is they are still here, time passes, and the child is without school. I talked to Mrs. VA and gave her my telephone number. Hopefully she will call so we can enter the child in school at least until they leave.

10/26/70
This evening I received a call from a Mrs. VA about enrolling her daughter at school. (Another spin-off). I had given up on this call (a month had elapsed) so it is a <u>very</u> pleasant surprise.

10/27/70
I picked up Linda at home about 10:30 and we then stopped for Mrs. VA at her job. She had permission to leave for 1 hour(without pay). Due to lack of proper papers and vaccination records, permission had to be obtained from the Pasadena Board of Education. This involved countless questions and endless paper work.

It was imperative that Linda be enrolled in a school that had an ESL program (English as a Second Language) since not only did she not speak English, but she had never attended school either here or in Mexico. This request caused more trial and tribulation along with more inevitable paper work. We finally accomplished the task although it did take three hours! I was very apologetic to Mrs. VA and worried about getting her back to her work. She was docked for half a day's pay.

Few people realize some of the difficulties encountered by Spanish-speaking people in matters that are mere routine to others. It would have been almost impossible for Mrs. VA to have enrolled Linda by herself! No transportation was available, the forms are in English

as are the secretaries and she had no prior knowledge of the ESL program. Help! We desperately need community aides.

Many of the families in the barrio come and go to Mexico. Most of them have families there whom they periodically visit and a call from a parent who is ill in Mexico will send them hurrying down. One of our family day care mothers did go down on just such a visit in late December and upon returning in April, she was unable to cross the border immediately due to a technicality. As her husband was here, she sent their three young children on to him with the expectations that she would cross the following day. She finally did straighten her papers out eight days later. As is the custom, in the neighborhood an emergency brought forth help. One woman across the street offered to care for the children even though she was not in the best position to do so. Staff stepped in to help when it was obvious that the woman could not cope with this situation for many days.

Staff log:

4/18/71
Socorro called me tonight. Mrs. I's children are back, but she could not come across the border so she will try next week. In the meantime the children are to be cared for across the street where Maria's children are cared for. I promised I would go by to see them. What a mess and "poor everybody."

4/19/71
What a morning! Stopped to see Mrs. RN who is caring for Mrs. I's kids. They did not bring her enough diapers. José and Manual were very worried looking and Xavier was crying. It was all slightly chaotic with Mrs. RN going a mile a minute and her boy nagging her for some jelly beans and Maria's 18 month old surveying it all from her walker. It is a nice, pleasant, airy house, but it is all too much for Mrs. RN. She tells me. "Who knows when I will be in the same predicament, so I am glad to care for them."

Left the house and went across to see Mrs. ZP to see if she could care for the children, but she has a new sixth child.

On our way back, we stopped with paper diapers for Xavier. The scene was even wilder. Xavier and Manual were crying. Maria's children were there from Head Start and a man (neighbor) came by and left his son to be looked after for "just a little while." Altogether, 7 children under 5 and 4 of these in diapers! I promised her to find another place for Mrs. I's boys tomorrow as she cannot cope with all of this. She said Xavier cried non-stop all day! I believe it. He is l year old now and recognizes all. A far cry from his mother's attentive, loving care.

4/20/71
Went to see Mrs. LE this morning to see if she could care for the children. Mrs. LE needs medical attention so she couldn't, but Lupe, the young girl who lives in the same court as Mrs. I was willing. I transferred them over to her. It seems to be the best place for them. They are familiar with Lupe and the children she cares for and they are next door to their own home. Hope this works out. I carried Xavier across the street and he weighs a ton. The poor guy has loose bowels and the blanket and my raincoat were smelly and smeared by the time he was all settled in Lupe's house. What a welcome sight for all the return of Mrs. I will be!

Much of our work consisted in dropping in to say hello and translating a letter, explaining a procedure, directing people to the proper resources, providing transportation and generally being of aid in smoothing the rough road toward reaching out into the larger community. What is a minor problem for most, can be a major problem without the proper facility, know how, or resources.

The following excerpts are samples of the typical everyday encounters with the dual frustrations (and joys) of those needing help and those attempting to provide.

Staff log:

Saturday Night
1/9/71
Antonia called this evening regarding birth control pills. Mrs. Perez who works for Planned Parenthood at Well-Baby Clinic gave them out and explained the procedure, but it is easy to misunderstand. Antonia explained to me that she was to start the first pill five days after menstruation and the box was marked with numbers to check off each day. She became confused because this was the 9th and the box was marked 1 and should she wait until the first day of next month (in February). It was now 5 days after her first day of menstruation. Along with a lot of things I know nothing about these pills so I called Anne Smith who is in Planned Parenthood. She suggested I call the president of Planned Parenthood or Mrs. Pérez. I tried three Perez's in Pasadena and the president of Planned Parenthood to no avail. Called Anne back and she suggested I ask Antonia the name of the pills and color of packet. This was done by Antonia spelling the letters in Spanish and as to the packet, it was aluminum foil. I called Anne who in turn called her druggist. She then called back and said the pills were to be taken at the same time every day for 22 days and the first pill was to be taken on the 5th day after menstruation began. This happened to be Antonia's case and she started her first pill that evening.

I don't know!!!

1/18/71
Was in the office this morning when a lady walked in. She is a Mexican woman I had met at Well-Baby Clinic and I remembered translating for her with Dr. Ericson. She lives on the 300 block of Orange Grove and uses the laundromat next door. In passing, she had recognized me and this morning, in time of need, she came in for help. The shoe repair place across the street could not find her shoes and he could not understand her so could I please go translate. Gladly! After a little hassle we found her shoes and paid for them. I took this opportunity to tell her about our story hour on Thursdays beginning February 11th. I hope she comes.

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10/6/70
Stopped to see Mrs. RB and she seems to be in ill health. She is not quite sure what is wrong, other than that the doctor wants to hospitalize her and she seems to think death is better. Our poor people really fear the hospitals! Well, so do I and I speak English. So far the score for any facet of the establishment with the barrio is zero!!!

10/8/70

Mrs. RB welcomed us loudly and noisely. The radio was on, the picture on the TV and the kids and Mrs. RB were all making sounds. I talked to her about Mothers' Club Co-op for Maria (her 3 year old grandson) and she was delighted. She was in the process of feeding them all and insisted we also eat. We left after a hectic noisy, happy visit. Our student will get along all right there. Mrs. RB's daughter also came by to see if we could get her a bed and two girls came to see if we could translate a paper.

Friday Night
5/14/71
Belia called this evening regarding the P family. Seems the landlord is raising the rent to some astronomical sum. Will go tomorrow.

Saturday
5/15/71
The landlord raised Mrs. P's rent from $50 to $65 and gave her two week's notice of the increase. Mrs. P hopes to get the house by the park in June so maybe she can stall the landlord. They painted and put in linoleum and they feel he should not raise the rent.

5/25/71
Checked back on this a week or so later. She took my suggestion, and asked the landlord to let them pay the same amount of rent for a couple of months as they had done so much to fix the house. He agreed so they now have a reprieve until July.

Our project also offered some of the women the opportunity to obtain a library card and check books out for the first time. The La Pintoresca library has two fine community-minded librarians that worked with us all year. They recognized the community needs and did their utmost to help with them.

Staff log:

11/25/70
Mrs. I had not been to a library here and if you're a "first timer" this is the way to go. Mrs. Keith and Miss DeLancey were really lovely. They made all the time they had for us, made a special effort to show us the Spanish selection and children's section, spoke to the mothers about the library(informally) and made concessions in order to give our parents library cards. Mrs. I checked out four books. She seemed very pleased. I liked the look on her face.

4/22/71
Belia came to our story hour and did a good job in translating Miss DeLancey's story as she read. They seemed to work well together and kids (all 29) were so good. Mrs. O was there to help, too. No listeners spilled their juice and it was a lovely session.

1/22/71
I called Mrs. O about translating the bulletin and she will give it a try. She sounded pleased at being asked. (see Appendix E).

The zoo trip was also a "first time" for some of the family day care mothers and their children and it further developed a "family feeling" among the Spanish-speaking women. This feeling, so strong in the culture, was a lovely thing to see.

The Mothers' Club Co-op offered our families this same opportunity. Two Spanish-speaking children of family day care mothers were enrolled in the Co-op., giving the mothers the opportunity of coming out into the community with all of their family.

An incident that spoke well for our project as well as for feelings was the change in Mrs. I's meeting day. One of the Anglo family day care mothers in our

project belonged to Mothers' Club and became friends with Mrs. I. She helped Mrs. I feel at home at the co-op and they got along very well. When she learned that Mrs. I was in the project she asked to have Mrs. I join her family day care mothers' group at Community Family Day Care Center. Mrs. I's meeting day was subsequently changed so that both attended the center meetings on the same morning.

Staff log:

10/29/70
Picked up Mrs. I and all of her family at the co-op. Mrs. G had struck up a friendship with Mrs. I and there was a request from Mrs. G. about switching Mrs. I to her meeting day. I think it is a good idea as they will both be working at the co-op and they seemed to be getting along well. Will check with staff on the feasibility.

Backyard Project

The Backyard Project was such a natural spin-off that at its inception, it seemed to flow by itself. The idea stemmed from the need for Pacific Oaks to involve itself in the outer community. The barrio in which we worked was the natural place for the college and the community to meet and satisfy their own needs to the mutual benefit of both.

The Children's School at Pacific Oaks awards some annual scholarships but few Spanish-speaking people apply. Lack of transportation, language communication and the natural reluctance to enter a strange community are cited as some of the reasons. This seemed a good time to reverse the order and have Pacific Oaks bring its school into the bario. In September, 1970, the day care project staff

met with the Director of the Children's school and the parents' steering committee to initiate the idea and to ask for funds and a commitment of students and parents.

The idea of a barrio school was met with reservations by some parents. All were in favor of a bilingual, bi-cultural school, but some wanted the children to use the Pacific Oaks facilities. This would have defeated the original idea.

The beauty of a barrio school was that it was right there-- in the barrio--and thus it would belong to the community. It would be within easy walking distance, enabling mothers to come with all of their children and the atmosphere would be such that they would stay on and socialize with the other parents, exchanging needed information. The parents would be encouraged to learn about child development by observing or participating and would gain confidence in the idea of early childhood education. Separation and transition into school would be accomplished in a painless way, and pride in community accomplishment and a sense of belonging would be the natural end.

The spelling out of these ideas convinced Pacific Oaks and they agreed to sponsor the school. Our job was to find a teacher and a site. The teacher chosen was a bi-lingual student in the EDPA program and a master's candidate, Belia Cruz. When approached, she responded eagerly and enthusiastically.

Staff log:

10/8/70
Spin-off:
This afternoon Belia and I drove around the barrio and discussed goals and objectives, size, rainy weather, toy storage, etc. We

then stopped to see Mrs. Leonore Gonzales. She was a contact I had made at Well-Baby Clinic and her yard looked like what we would want. She was very pleased to loan it to us and to participate. She recommended using her next door neighbor's house as her yard was all paved and fenced. Both of them have 3-year old boys. Her neighbor was also very receptive and even offered us her house in case of rain! We left feeling as if we were dreaming. It was too easy!

The school became a reality and continued meeting throughout the year, two mornings a week. Attendance fluctuated between two children on cold rainy mornings to eight families complete with strollers, bottles, babies and an occasional grandmother.

There was mutual sharing of food. Culture and friendship was such that all concerned were enriched. When the school was forced to give up its location in April of this year due to zoning difficulties, no one was willing to do so. The solution was to continue functioning as a trip taking, learning-on-wheels school. Transportation was provided by the Pacific Oaks parents and everyone enjoyed this final aspect of the school.

One of the goals achieved was an easy transition into a new setting and an ease in parent separation for the children. This was borne out by the attendance of eight barrio children from the Backyard School at a local elementary pre-school summer program. Only one child screamed her dissatisfaction that first day and no one was seen (or heard) clinging hysterically to a mother. The parents were receptive to enrolling their children and of the 8 that were approached, not one hesitated, although it meant walking the child many blocks at 8:00 in the morning. "We do

care about our children and we do care about their education as long as we are involved in it in a meaningful way and our values and culture are not tossed aside."

Miniscule as it was, Pacific Oaks saw its involvement in this community as a valuable, enriching experience for those who wished to take the time to partake of it. The parents' committee again agreed to fund the school for the coming year and another bilingual masters candidate has volunteered to teach. Our staff is now in the process of helping the barrio decide on a new site and its future goals.

An offshoot of this barrio school is a class in Field and Community Services (HD 127) which will enable students to be of service in the barrio.

The work in the barrio served to reinforce what we all know but tend to conveniently forget--that not only money but live, caring bodies must be committed.

THE RESEARCH DIMENSION - EVALUATION OF FAMILY DAY CARE THROUGH OBSERVATIONAL DATA . . .

by Cynthia Milich

The association with Pacific Oaks College has provided an opportunity to add yet another dimension to the Community Family Day Care Project--the acquisition of observational data. In 1971 trained observers, members of a research team participating in a college-based environmental study of child-care settings, began observation in a selected sample of family day care homes involved in the Community Family Day Care Project. The primary goal of the study was to develop and apply a classificatory scheme for evaluating and comparing environmental variables in group and home care settings of nursery age children. In short, how does one go about analyzing spatial and human components and their interaction in a nursery school, children's center or home? What effect do child-adult ratios, specific pieces of play equipment, males in certain roles, or even animals, for example, have on children's behavior? Some of these questions were investigated in a previous study of group day care (Prescott, 1967).[1] The present study concerns itself with the possibility of developing a method of predicting a fit between specific types of child care environments and specific

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[1] This ecological study, directed by Elizabeth Prescott and funded by the Children's Bureau, Department of Health, Education and Welfare, is now in its second year of operation. Working out of the Pacific Oaks Research Department, it has to date included, in its sample, observations carried out in fourteen group care facilities, as well as home and family day care settings in Los Angeles County.

children with diverse needs:

> *The basic question under consideration is: Can dimensions be identified in environments for young children which are helpful in assessing an environment's pertinence, richness, and adequacy, and which also predict its usefulness for immediate adaptation and future growth of children with diverse developmental and social histories? (Prescott, 1971, p. 1) (Underlining added).*

A decision was made by joint agreement of the directors of the research study and the Community Family Day Care Project, to use family day care homes involved in the project for gathering observational data for the study. It was felt that joining resources of the two projects in a cooperative venture could yield mutual benefits. For one, the identification of homes offering quality care--a criterion for inclusion of group care settings in the Prescott study--would be an invaluable aid to the research project. For another, the making of the initial contact by the Community Family Day Care Project director with family day care mothers who were willing to have observers come in (an imposition on all givers of child care, but especially so in homes) made the relationship much more comfortable. In addition, the inclusion of family day care homes in the observational study provided an important opportunity to test the instrument for data collection, i.e., a coding scheme categorizing child behaviors and an environmental inventory. The conceptual scheme, developed in the initial phase of the study, had been successfully used in group care settings but its potential for use in family day care was unknown. On the other hand, Community Family Day Care Project staff welcomed the opportunity for exchange of needed information about family child care between the

participants, the community and the larger society. It was hoped that this experience might add not only to the knowledge but self-esteem of the consultants, as well.

The initial contact with the family day care mothers was made by Community Family Day Care Project staff in center meetings, on a group basis. This was done over a period of several months to give consultants sufficient time to become used to the idea; pressure was to be avoided. Staff felt that an informational campaign to thoroughly communicate goals and needs to mothers beforehand was essential. Emphasis was placed on the value of the contribution which the consultants could give to the research study and the climate was kept as open as possible. As a result, further development of the basic trust which had been carefully built, particularly as a result of field demonstration assistants/family day care mother relationships, became a crucial step towards the potential success of the joint venture. Because the research director had talked informally at a center meeting about her positive experiences as a user of family day care in the Pasadena area, she served as an important link providing a readily identified-with and thus trustworthy human bridge between projects. Staff explanation of proposed goals and methods noted that while research has been conducted in group care settings, little has been done in family day care: "We think family day care has a lot to offer, but we need documentation. This will help us reinforce our position." The fact that others needed and valued what the consultants had to offer was made clear. Feelings were elicited and the promotional campaign resulted in a group

of mothers volunteering use of their homes for observational purposes. From this self-selected sample, 5 were chosen on the basis of quality by field demonstration assistants and staff evaluation. Because the students had been intimately associated with the homes over a period of nearly a year, their opinions, based on the climate of settings, was heavily relied upon. Although judgment relating to quality rested on community reputation and feelings about what constitutes good child rearing practices, the ultimate deciding factor was often the answer to the question: " Would I want to put my child in that home?"

Thus, in the spring of 1971 observations were begun, after telephone contact with the family day care mother by the Community Family Day Care Project director and a follow-up from the Pacific Oaks research office to schedule appointments. These calls provided the first clue to what appears to be a characteristic of family day care--a low rate of predictability, compared with group care. In combination with another apparent characteristic--high flexibility--this attribute may be one of the strongest assets of family day care, in terms of enriched learning experiences for children. For the purpose of data collection, however, it poses some problems. Family day care mothers must often attend to immediate, pressing and unforeseen needs--such as a trip to the grocery store or the illness of children--requiring the cancellation of observations for the day.[2] Because research staff was prepared to be flexible, too, this posed no great difficulty.

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[2] Group settings on the whole are necessarily more inflexible than home settings and thus tend to be more predictable; teachers and children follow a more or less structured format depending on the individual setting. While this tends to simplify the observational process, its value for children is yet another question.

For the most part, the observational plan functioned well with little modification. Three observers in rotation visited each home, two in the morning and one in the afternoon for a total of three days. The exact time was dictated by convenience for the family day care mother. Generally, observations were begun at approximately 9:00 am, some extending through lunch, and were resumed after naps in the afternoon. It was found that the length of observational records could be extended in home settings; where 40 consecutive minutes were the most an observer could comfortably do at one sitting in group situations, 50 and often more could be done without a break and with relative ease, in homes.[3] The classificatory scheme itself proved workable, although it may be less well adapted to very young children, e.g., two's, whose verbal skills are in the early stages of development and who are less easily understood. (On the other hand, the observer is often closer to the subject and can hear speech more clearly, a distinct advantage in coding episodes).

While the research team felt confident that the information thus obtained is descriptive of the home environment, they did encounter some difficulties in the observational process. Some were due to the nature of the setting, and some to the nature of the process itself, particularly as developed for this study. While the presence of fewer people in the setting alleviates some tensions, it may aggravate others; observer problems seem to occur in inverse proportion to the number of people in

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[3] This is undoubtedly due to the information input overload which may occur in large group centers; the more adults and children interacting in a setting, the greater the complexity of the interaction pattern as a whole. The observer, although trained, is still human and subject to coping stresses, particularly when 40 children and 3 or 4 teachers are interacting with what may be break-neck speed.

the home setting. The number of children in the group never exceeded 6, and was in one instance only 2, while the family day care mother was often the only adult, outside of the observer, in the setting. The observer in the home is thus highly visible, indeed often sticks out like the proverbial sore thumb, in spite of attempts, however skilled, at being inconspicuous. Rooms tend to be small, to add to the problem--although the amount of space available to children (figured on a basis of square footage per child) in family day care appears to be, on the whole, greater than in group care. The observer in the home is, by the very nature of the setting, an alien; the informal, interpersonal network which home environments represent differs from that of other forms of day care. The presence of observers undoubtedly has an effect on the dynamics of interaction, although precisely how much is open to question.[4] It is felt that in this study the skill of the family day care mothers has precluded an invalidating effect on child behaviors due to the observer's presence.

Because the family day care mothers and the children have become used to field demonstration assistants as participants, our role as non-interacting bystanders demands a difficult adjustment for them. Role conflicts not inherent in group care tend to arise. The consultant has no repertoire of traditionally-prescribed roles, supported by group consensus, as does the teacher, and she may become

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[4] This problem will be one of the concerns which the research team will attempt to analyze. Because of the problem, the paired observations made for reliability checks in group settings were abandoned. It was clear that the presence of two observers simultaneously was more than the natural dynamics of the setting would bear.

nervous in her attempt to define the situation. Asked to merely do as she ordinarily does, and, in effect, to be "natural" she may be undecided as to what shape her performance should take in our presence – that of hostess? teacher? mother? non-intervening care-taker or active guide of children's behavior? At the same time, the observer may feel uncomfortable when asked to interchange the impersonal, objective, professional role of researcher with the warm, personal, guest-in home role which would be normally dictated. One observer felt uneasy when it became necessary for her to abandon one role for the other by having coffee and chatting with the family day care mother: "I felt I had stepped out of character. I gave feed-back about my feelings...I couldn't hide them. It was a complex piece of social interaction."[5]

In retrospect, however, these problems were relatively minor, due primarily to the perceptive insight of the family day care mothers who accepted us graciously, openly and, for the most part, self-confidently. The feed-back we received was gratifyingly positive; the consultants seem to have been pleased to have us visit, and one was so enthused she expressed the desire to take classes in child growth and development at Pacific Oaks. Only one mother expressed feelings of nervousness, and this may be primarily due to the fact that she is farily new to the job. Research staff in turn found the family day care mothers to be highly competent, each with her own special abilities, and capable of contributing greatly to both projects.

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[5] For this reason, adaptation visits preceding the actual observations, such as were used by the Schoggens in their study of the home environment of 3-year olds (Schoggen and Schoggen, 1971) may be necessary in order to provide for this initial personal contact and, in addition, acquaint the observer with the setting.

We are just beginning to analyze data and therefore are not yet prepared to draw firm conclusions. It appears, however, that family day care homes resemble open-structure centers more closely than closed-structure centers in the way children spend their time (Prescott, 1971). The amount of high mobility and high choice of activities available to children in family day care is striking by comparison with group care. The flexibility of the home--not to be necessarily equaled with lack of stability--has struck us forcefully. These characteristics which combine to produce this flexibility appear to be:

1. The small number of children (the highest total was six, compared with an average of 25 and numbers ranging up to 40 or more in group care.

2. The wide age range of the children .

3. The difference in physical setting, especially as indicated by the high 'softness' rating.[6]

Some examples of settings not seen in group care are the following:

> Two boys sit at a leisurely breakfast in the kitchen discussing what they will do when they go outside to play.
>
> Three boys nestle next to family day care mother reading a story on the couch; the girl sits on her lap. Younger children listen while family day care mother has a technical discussion with 5-year old about types of boats.
>
> Two boys, 5 and 4, figure out how to arrange their dramatic play on a rocker so that the police dog will not disrupt it and the 2-year old can play safely.
>
> Children sit on various perches in the kitchen playing word games with family day care mother or watching while she cooks the lunch which they requested.

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[6] "Softness," a dimension first conceptualized in this study, relates to the nature and frequency within the setting of such objects as laps and couches to sit on, furry animals to play with, materials such as water and finger paints to explore, etc.

There is little time spent by children in moving from one activity to the other in family day care; similarly, the number of minutes spent on abortive activities in which the child never becomes involved is low compared with group care. At the same time, adult input appears higher in family day care, averaging about 74 inputs per 200 minutes as opposed to 52 in open-structure centers.

Because of some of the unique learning experiences family day care offers, conceptual categories have been added to the original inventory. One relates to treasures, defined as those objects which are of great value (infrequently monetary) to a family which provide enriched peripheral learning experiences for children. For example, one family has hanging on the wall and accessible to the children an old quilt made from the family's own shirts, dresses and other prized bits of clothing. In several homes, living rooms were full of pictures of family members; family day care mothers glowed with pride as they spoke of their own children's accomplishments, conveying an expression of "caring"-in the deepest sense of the word--to their current charges. In only one group center did we see an example of treasured objects--a doll collection.

Continuation of observation in a minimum of 9 more homes is eagerly anticipated, with the conviction that in spite of obstacles, most of them minor, the process will be humanly rewarding and statistically productive, necessarily in that order.

WHAT WE HAVE LEARNED

Achieving the goals of our project has helped us to understand better what family day care in the Pasadena community actually is, what support services might help to improve its quality and what alternatives might be provided in order to expand day care opportunities in a neighborhood.

Family Day Care in Pasadena

After one year of work with family day care mothers, we are convinced that small, neighborhood child care arrangements may provide the best kind of all day care for infants, toddlers and many preschool-age children. Prescott and Jones (1970) describe the dimensions that characterize child-rearing environments and the need for balance in order to insure individual children's growth and development. "To provide adequately for both enrichment and simplification, a child's total experience should provide some balance along each of these dimensions, offering privacy as well as supervised play, familiar as well as unfamiliar places and control as well as expression of emotions." The dimensions are described as follows:

" - expression of emotions to control of emotions
- nurturance to promotion of independence
- promotion of individuality to promotion of group membership
- relationship with same-age to children to relationship with wide-age range of children
- relationship with adults to relationship with children
- male role models to female role models
- close adult supervision to freedom of supervision
- activity to inactivity (rest)
- choice among activities to assigned tasks
- large muscle activities to small muscle activities
- flexible time schedule to fixed time schedule
- stable, safe environment to varied, challenging environment
- rich natural environment to rich man-made environment"

In 16 of the 22 family day care homes studied most of the criteria have been met. We wonder why this extensive network of child care services has been overlooked so long and denied the status and support it so richly deserves?

Not only does family day care provide the dimensions necessary for children's healthy growth and development, but it also provides a number of remarkable services that parents value, but also take for granted. For example, family day care is located in the neighborhood and is close to the home of working parents. (In a recent Harvard study, (Analysis of a Survey of Current Child Care Practices, 1971) closeness to home was a primary concern of the 500 parents interv iewed). A family with children of various ages from infancy through elementary school age can find one family day care mother who will be responsible and care for all of the children. Parents truly have a choice when they choose a family day care home...there is diversity and variety in terms of programs, values, ethnic and cultural life-styles, ages of children in a day care home, ages and socio-economic status of the family day care mother, as well as physical environments. Flexibility works in the interest of parents, in that family day care often bends to the working schedule of the family...be it night, day, weekends or a trip to Las Vegas. The family day care mothers work an average of 10 hours and 50 minutes each day providing services that range from preparation and service of meals, toilet training, weaning, caring for sick children to (some) taking children shopping for clothes, or to the doctor and others washing and ironing the children's clothes. Most family day care mothers provide the toys, cribs, high chairs and other paraphanelia necessary for

the care of young children. All of this is being provided at a weekly fee that averages from $15 to $20 per child, but in no way reflects the costs involved. The family day care mothers in our project are not the sole support in their households. Over 86% of the women are married and the rest receive supplementary income from pensions or other family support. This works in the interest of the working families they serve in two ways--fees are lower and there is a male with whom the children can identify. Many family day care mothers have developed a sliding- scale that indicates their interest in the families they serve...they often base their rate on what they feel the parent can afford to pay. This fee is lower than any of the charges of proprietary, religious or non-proft day care centers that are not subsidized in the area (and the services offered cannot be compared in most instances). Children's Centers which are subsidized often charge less than family day care mothers, however, their cost has been estimated at a minimum of $34.00 per week*. Cost is an important factor in child care, but we must be careful not to extoll the virtues of low-cost care when we know that this service is not cheap. Someone is paying and we are afraid that it is family day care mothers, who as a group are not business women or paper pushers, but whose rewards come from being with and raising children. There should be some way that these women can be rewarded financially for the service they perform and still not force them into a business-like position that might destroy the intimacy and privacy of their homes. Perhaps day care would be an area in which a voucher

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*This figure is based on a 10 hour day, 5 day week, in order to make it comparable to that of family day care. The hourly rate is based on 68¢ per child hour (California State Department of Education, 1971)

system could be effective. Parents could then be provided the financial assistance necessary to adequately pay for the services they receive. In this way it would be possible for family day care mothers to receive a more appropriate fee and still preserve the quality and uniqueness we have found and treasure. To achieve this would mean that an educational campaign would have to be mounted in order to help parents and communities understand that group day care centers are not the only places where children may learn and grow and develop. Indeed, educational institutions, government agencies and others involved in setting standards for excellence in child-rearing must be alerted and challenged into an examination of the home as a learning environment. Where better may children learn about growing and aging? Older sons and daughters, as well as grandmothers and grandfathers, or their pictures on the mantel-piece may be present in a home. Where better may children learn about the physical world around us? The backyard to explore, the trees to climb, the lawn to water and time to do all these things are found in a home. Where better may children learn about concepts of time, space, heat, cold, light, dark? The kitchen and cooking make all of this relevant. Where better may children learn about the real world than in the real world?

How To Support and Improve Family Day Care

We have also learned that all family day care mothers are not fit and proper people to care for children. We have been involved with one home that provides a safe environment, but the family day care mother does not offer a program that would in any way meet the criteria of Prescott and Jones (mentioned above). But

what can be done? After all, this is a home chosen by parents for the placement of their children. Whose values should be used in assessing a family day care home? This home is licensed and the license is used as a "stamp of approval" by the family day care mother, when discussing her program with parents. Licensing, in our opinion, in no way insures the quality of the family day care home. (Our project has found that licensing is no guarantee of quality or excellence.) We are not sure that licensing should be continued in the field of family day care, for as it stands now, it is ineffective and provides no assurance of quality control. But if it is to be continued, it must become a process in which licensors license family day care mothers, as well as family day care homes. In order to do this, licensors of family day care must have their case-loads lightened, their status raised and their educational background should include more in the field of early childhood education. The present family day care consulstants of Department of Public Social Services seem to present a model that fits well.

Class's concept of registration would seem to offer some of the same problems as licensing. The same family day care mothers that ignore licensing might ignore registration--it's just not their style. A community educational campaign would have to be developed in order to make registration acceptable and feasible.

It is our belief, though, that quality control might be maintained better through a variety of support services and through some method of standard-setting among the family day care mothers themselves. Just as other professionals are sometimes the most effective judges and change-agents in their own professions, perhaps family

day care mothers could be the most effective protectors of quality in family day care. In the next year our project will help to foster the growth of a fledgling organization that might well work toward upgrading and improving family day care. Through this organization, support services which we have already found useful in the past year, may have a chance to flourish and grow. Some of the most effective of the services were Mothers' Club, a toy loan, a health and welfare referral service, referral services for family day care, a bulletin and a Pacific Oaks class in "How Children Learn and Grow". Already in the planning stages, with the family day care mothers, is a series of "core courses" that may be offered by Pacific Oaks and other educational institutions, that will serve as a source of support and further knowledge for women in this field.

Another important form of support for family day care has been the placement of field demonstration assistants in homes, using that environment as a practicum and classroom. This type of field placement, carefully planned and supervised, has been rewarding to family day care mothers and students. We have learned that work with students requires staff to be alert constantly to the delicate balance that must be maintained between the integrity and privacy of those in the community and appropriate learning situations for students (this is not to say that they are mutually exclusive).

Alternatives to Expand Day Care Opportunities in a Neighborhood

While we are convinced that family day care is the best child care arrangement for some children, we have learned that there must be alternatives and choices

in order to meet the individual needs of children and their parents. We have been painfully aware of a youngster who has been switched from one family day care home to another because the family day care mothers have been unable to cope with this aggressive 4 year-old. We know that a peer group, center setting or a combination of a center and a home program might better meet the needs of some children. Elizabeth Prescott's study should go a long way in enabling parents and givers of service to better match individual children's needs with the kind of arrangement in which they are placed. It seems to us that one catalyst that is necessary for a good match is a central referral service. (Registration in this case would be helpful). How may parents or family day care mothers or center personnel work together in order to make the best child care arrangement if they are not aware of each other's existence or the choices available? One of the family day care mothers in our project has volunteered to act as a referral agent within our program. The Pasadena Welfare Planning Council has also delegated a consortium of child-service organizations and parents who need and use day care in the area, to examine and identify day care needs. In addition, the Community Family Day Care Project will hold joint meetings with center day care personnel and family day care mothers in order to discuss ways of cooperating to solve mutual problems.

In order to expand the day care opportunities it has become clear to us that a careful assessment must be made of each small or large pocket that may be defined as a neighborhood. Within that community, and the barrio in which we worked is a good example, a community worker is almost essential in order to make clear what is available to those living there. The work of the community

worker would vary from neighborhood to neighborhood depending on the needs of the people. The model of the Day Care Neighbor (Collins and Watson, 1969) is one that is useful in this context. We have used it and believe that it should be extended.

In closing, we believe that the encouragement of a strong system of good family day care homes in a neighborhood setting serves important functions beyond the provisions of day care for children. It may also serve as a model for child-rearing practices for the neighbor down the block or the parents who use the service. It is more likely to be viewed as replicable because it is in a home similar to that of the neighbor or the parent. Family day care is all about us. We believe it should be supported and valued. We will work toward that end.

FINIS

454 East Washington Boulevard
Pasadena, California 91104

Dear staff of the Family Day Care Project:

As a mother who cares for other people's children in my home, let me say, "Thanks for THE PROJECT! It has been a clearing house for problems, a social center for meeting other day-care mothers, a library of children's books and toys, an idea exchange, a number to call for answers. Many things to many people!

And congratulations upon being funded for yet another year! Last spring when the tempo of the program slowed, I had a truly lonely feeling. Suppose this were the end! I should have had more faith in the knowledgeable people in Washington. Come fall, we day-care mothers will again converge on the storefront called "Maruice Hair Fashions", clearly the name of the previous tenant. It's a friendly place with friendly people in it.

I used to think that the children whose parents could send them to nursery school or to a larger group, day-care center "had it made". It would be like going to an Ivy League college. If this sounds like criticism of the larger centers, It is not. It means that I have only this year become aware of the advantages of <u>family</u> day care. You have given us day-care mothers status in our own eyes.

Family day-care homes are warm places, and I don't mean just thermostatically. We come to love the little ones who are left with us each morning. We have the liberty to rock them and cuddle them, to pat them and stroke their hair. Sheer numbers in a larger group prevent this. Also it does not seem to be the acceptable thing in schools.

We family day-care mothers have a schedule, to be sure, but it is flexible. We can pile the youngsters into the car and go to the postoffice (where they can stick letters in the slot), to the supermarket (where we can let them hand money to the cashier), to the library for story hour, and many other places. Larger centers can not have this flexibility.

Some mothers who must work outside the home are widowed or divorced, and the children do not know what having a father means. Mothers in this situation may choose a day-care family where the father plays a role. One father, Keith G, has built a tree house and swings for his day-care children. Mrs. O says that her husband likes to "spoil" the children when he is home (another example of warmth, since a little "spoiling"

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probably is good). Mrs. U says that her day-care toddler recognizes the sound of her husband's truck and climbs to the window to give him a laughing, "Hi Daddy" welcome. Mrs. R says that frequently her husband eats lunch with the group, thus fortifying the principle of family living in the day care program.

There is also a softness in the family day-care home that cannot be achieved in a large center. There are rugs, sofas, overstuffed chairs; there are soft lights and the good smells of the kitchen. It's a home! And the children learn how to live in a home.

Still another advantage is that in a day-care home the child gets to know children of different ages, from the six-week old baby and the first-grader who comes from school, to the family's own high-schooler. Our teen-age son helped one little girl who stayed with us learn to walk.

Family day care also offers an extended benefit. We have never lost touch with the youngsters who have spent their days with us. Our faces light up mutually when we visit them or they visit us. It's like having an added bonus of loving relatives.

Children commonly call their day-care mothers mama, believing that anyone who cares for them is a mama. Also, the word is easy to say. Personally, I do not care to be called something I am not; for example, mama, grandma, or aunt. I teach my day-care children to call me by my first name, simply because they are my friends, and I like my friends to call me by my first name.

The friends whom I have found among day-care mothers began caring for children through different circumstances. I sought a child to care for, because our teen-age son needed to rest at home during a mild attack of rheumatic fever, and I couldn't leave to work elsewhere. Mrs. O began by caring for her grandchildren while their mother taught, and then added others. Mrs. R began more directly and purposefully. No circumstance except the love of children prompted her. She had been a hair stylist.

After a year in THE PROJECT (importance emphasized by capital letters), I am "sold" on the family day care program. If I were a mother with young children and needed day care for them, I would look for a day-care family with a warm, caring mother. Chances are, I wouldn't have to look far.

Warmest good wishes for the coming PROJECT year!

197 *Blanche O. Buegler*

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APPENDIX A

MOTHERS CLUB

Mothers' Club at present is a multi-sponsored project composed of:

1. The mothers' group which meets in the Orange Grove Meeting House. This is an inter-racial group of women from low income families who may come without cost to the daily meetings (classes) and bring their preschool children with them. Two teachers take turns planning and leading the classes. One is a Home Economics teacher, the other is a Parent Education teacher. Their salaries are paid by the Pasadena Adult Education Department.

2. Children who come with their mothers who attend the adult classes, or "Mother's Club". The infants in this group are cared for by volunteers in the "Baby Room", with facilities for 5-8 infants. The toddlers, 1 1/2 - 2 1/2 year olds (approximately) have their own fenced-off yard and are cared for by volunteers. Three year olds share the yards with Head Starters, have their own upstairs room and have a program planned and carried out by students from Pasadena City College and Pacific Oaks. Supervision of these three groups is the responsibility of an Adult Education teacher, Take Nomura, who is paid by P.C.C. (Adult Education).

The Pasadena Ecumenical Council (Council of Churches) through the Friendly Visitation Commission (which originally started the Mother's Club) supports the program for the mothers by contributing $85 per month. Of this, $55 is used for school supplies for the children; the balance is used in the adult program.

The total project thus has several sponsors: Orange Grove Meeting, Pasadena Adult Education Department, and the Pasadena Council of Churches.

Pacific Oaks has supported the project since its inception by sending college practicum students who worked with the children and by providing educational guidance when necessary. Pacific Oaks college has at times sent students to the Mother's Club group for practicum experience in parent education.

APPENDIX B

ENVIRONMENTAL WORKSHOP

The Open Ended Learning Laboratory (Environmental Workshop) is stocked with a variety of materials and equipment (i.e., raw materials, selected commercial materials, tools, equipment, etc....). It is a designed environment that encourages parents, students, and teachers related to Pacific Oaks College and Children's School and associated projects to participate in self-directed learning (i.e., planning, carrying out, and assessing). It provides the means for teachers and students to design learning apparatus and devices for young children. It enables students and teachers to devise ways to shape and reshape the physical space in which they work with young children.

The Open Ended Learning Laboratory provides a "setting" in an experiential approach to learning which encourages participants to:

1. Explore "open ended" materials for the birth of ideas;
2. Design and/or make instructional materials to take back to the classroom or the home;
3. Shape and reshape learning environments;
4. Interact with one another within the context of "openness" for personal and professional growth;
5. Explore alternative solutions to problems;
6. Enhance feelings of self-worth so that participants appreciate their own unique talent and ability;
7. Increase participants' knowledge and skills in the use of tools and equipment; and
8. Use specialized areas such as art, science, crafts, music, math, photography, etc., as keys to discovery learning.

The Open Ended Learning Laboratory provides a "setting" that reflects the kind of learning environments teachers are expected to set up for young children. The laboratory is a designed environment. A great variety of materials are included in this environment. Some of these are basic or raw substances. Others are materials, apparatus, and learning vehicles that have been commercially produced. These materials, tools, and substances are easily accessible to the laboratory participant. The participant is confronted with the problem of becoming a learner in the most optimal sense. That is, he must decide what to do, how to do it, when to do it, and whether he has done it satisfactorily or not. From the materials in the laboratory, he generates alternatives. He decides whether to make something, whether to perform an experiment, or create an object. He decides whether to "mess" with a set of Attribute Blocks, Stern Blocks, Quisenaire Rods, Geo-Blocks, etc., to find out about them. He works with these materials to find out things for himself. The context is open ended. Interaction may take place through involvement with

material itself. He may choose to work alone. He may choose to work with another person. He may choose to work with a group. He can ask for help. He can give another help, if asked. In short, he is interacting within an environment much like the one he will be expected to create for children.

APPENDIX C

NAME: _____

Age: _____

Husband: _____

Sons: _____

_____

Daughters: _____

_____

Time in FDC: _____

Start in FDC: _____

_____

_____

_____

_____

Why stay in FDC? _____

_____

Do you keep children? _____ Part time: _____

Overnight: _____

Weekends: _____

_____

)Hourly charges: _____

Hours:)

)Earliest hour a child has arrived : _____

Latest hour a child has stayed : _____

APPENDIX C - page two

NAME: _____

Do you provide?

) Food _____
)
) Milk _____
)
) Baby food _____
)
) Diapers _____
)
) Bottles _____
)
) Toys _____
)
) Baby furniture _____
)
) Washing and ironing _____
)
) Special diet if needed _____

Do you take child to/ for

) Dentist _____
)
) Doctor _____
)
) Personal shopping _____

Do you care for sick child? _____

Do you administer medicine? _____

What is most dire emergency you have had? _____

Treatment: _____

Do you have emergency release slips? _____

Emergency numbers? _____

Arrangements with parents:

Do you have schedule?

Do you take trips?

Neighborhood trips:

What do children call you?

Pets:

Back up mother
when you are sick?

APPENDIX C - page four

NAMES	Age	Par-ents	SIBLINGS Older	SIBLINGS Younger	# of sibs cared for	ETHNIC B.,M-A, W	SES L. WC M.Prof.	How did parents find you?	Distance traveled	What do you charge?	When do you collect?	Hours cared for	Length of time in care

APPENDIX D

(213) 795-9161
(213) 681-4966

FOUNDED BY FRIENDS
PACIFIC OAKS 714 W. CALIFORNIA BOULEVARD • PASADENA, CALIFORNIA 91105
COLLEGE
CHILDREN'S SCHOOL

COMMUNITY FAMILY DAY CARE PROJECT
726 NORTH LOS ROBLES
PASADENA, CALIF. 91104
[illegible]

December 8, 1970

Dear Consultant:

Enclosed is a letter that will introduce you to Miss DeLancey of La Pintoresca Library, 1355 Raymond. She has been very helpful to us and will work with you to help you with books you may want to check out.

You are also welcome to bring your children to story hours and films held at the Library. If you have any questions you may call us (793-5563) or Miss DeLancey (797-1873).

Sincerely,

June Sale
Director, Community Family Day Care Project

JS:lg

APPENDIX E

COMMUNITY FAMILY DAY CARE BULLETIN

Vol. 1, No. 4 726 No. Los Robles, Pasadena, California 91104 (793-5563) February 1971

Pacific Oaks College

GETTING TO KNOW DAY-CARE MOTHERS

"We Function as a Family"

This statement by Mrs. Antonio Gomez, says it all! Running a family-day-care home is not just another babysitting job. It is giving of oneself as a parent -- loving, caring, teaching, disciplining.

Most of the responsibility falls on the mother, since the father is usually at work. Nevertheless, the father must approve, and he is likely to share in the responsibility when he is home. Mrs. Gomez says that her husband likes to "spoil" the children and sometimes feels that she expects too much of them. "They are only children", he will say.

Antonio and Amparo Gomez live at 1567 Mar Vista Avenue, Pasadena. They are the day-care "parents" of four children, three boys and a girl, ages twenty months to three years. Two are their own grandchildren.

The first child arrives any time after 7 a.m., and the last one leaves around 6 p.m. Sometimes a child spends the night. Mrs. Gomez keeps the youngsters on a generally consistent, but not rigid, schedule, with regular lunch and rest times.

Asked about the children's favorite foods, Mrs. Gomez says with amusement, "Tortillas with butter!" (She makes her own tortillas.)

Then she adds, "I try to interest them in a variety of foods--fruits, vegetables, soups, sandwiches, fruit gelatin, puddings. I like to encourage them to talk at mealtimes, to share experiences, and NOT to play with their food." She often reserves such favorite foods as buttered tortillas and peanut butter and jelly sandwiches, for dessert.

A fenced-in yard and a playroom afford a wide range of activity at the Gomez home. When a child calls, "Look, Mama, what I found", or "See what I made", Mrs. Gomez is pleased. "It gives me a chance to encourage and to praise", she explains. "This is good for them." The "what I found" may be a ladybug, and the "what I made" may be a Playdough doughnut.

Mrs. Gomez likes to read to the children ("'Twas the Night Before Christmas" is a favorite any time of the year). She also plays records and dances with them.

On Tuesdays she takes her little group to the Catalina branch library for story-hour. On other days they go for walks about the neighborhood, pointing out things: the colors of birds and flowers, the cars going by, pets, other children, etc. "All of this helps them learn", she muses.

Asked what she enjoys most about being a family-day-care mother, Mrs. Gomez says, "Watching their reactions, their fresh interest in little things, their curiosity...the way their eyes sparkle when they find a pretty rock. It's an age of discovery."

Mr. and Mrs. Gomez have two sons and a daughter of their own. All are grown, married, and have children. Both sons are graduates of L. A. State, and both are doing graduate work at UCLA on scholarships. One has an engineering degree but is switching to law. The other is a social worker with Los Angeles County; he is furthering his education in his chosen field. The daughter, a graduate of Sawyer School of Business, Pasadena, was employed at the Catalina library before her marriage.

How did Mrs. Gomez decide to become a family-day-care mother? "It just happened, she says. She began by caring for grandchildren whose mother, her daughter-in-law, teaches English as a second language to Spanish-speaking children at Jefferson school. Gradually she added other children.

"Community Dialogue" Still to Come

Family day-care "users" and family day-are "givers" are meeting in panel discus-lons, as part of the "Community Dialogue", eing sponsored in part by the Center for arly Education, Pacific Oaks College, 714 est California Boulevard, Pasadena, this onth and going into March.

The program for the remaining sessions t Pacific Oaks follows:

Feb. 19, 1-5 p.m. - Panels of family day-care "givers" and consultants/ educators.

Mar. 5, 9:30 a.m. to 1:00 p.m. - The drafting of recommendations for change.

If you have not been able to attend nus far, but would like to go to the ast two meetings, make inquiry of etty Smith at the Community Family Day-are Project, 726 North Los Robles Ave., asadena Phone 793-5563, or drop in.

Challenges met by the dialogue ses-lons have been day-care for student fam-lies, care for the sick child, single-arent problems, extended day-care, fam-ly day-care, legislation and standards, nd parental values and the school.

A Place to Turn for HELP

Westside Study Center, 229 East Wash-ngton Boulevard, still has a tutoring ervice. If you see the children (day-are or your own), lag in reading or math, on't hesitate to call. The number is 98-0958. Ask for Mrs. Lauderdale.

The CHIP program (Christian Help in asadena) provides free dental care for hildren who still have their baby teeth nd whose parents cannot afford regular ental fees. The children are taken to he University of Southern California Den-al School to have the work done. They re picked up and are brought back home. ontact Ebu Robinson at PCHNO (798-0981).

"Like Mother Used to Make"

***

Sugar Cookies

This is a basic recipe for a cookie that may be decorated to make holidays festive for your day-care children.

Ingredients:

1 c. sugar
1 c. butter or oleo
1 egg
2 cups flour
½ t. soda
½ t. cream of tartar
1 t. vanilla

Method:

Cream sugar and shortening. Add egg and vanilla. Stir well.

Add dry ingredients, sifted together. Form into walnut-sized balls. Roll in sugar, place on ungreased cookie sheet, and bake for 15 to 20 minutes at 325 degrees.

Variations:

1. For Valentine's day press a candy heart into the freshly baked cookie.
2. At Hallowe'en press a kernel of candy corn into the freshly baked cookie.
3. At Christmas roll the cookie-dough balls in red and/or green sugar before baking. Or, press a small, hard, Christmas candy into the freshly baked cookie.
4. Have fun with your own imaginative ideas.

STORY HOUR BEGINS

***

Thursday, February 11, from 11:00-11:30 a.m., Sally DeLancey, La Pintoresca librarian, initiated a storytime for children assembled at the Community Family Day Care Project, 726 North Los Robles.

This was the first of a series to be conducted by Miss DeLancey on alternate Thurs-day forenoons.

Leave your toddlers, preschoolers, and p.m. kindergarteners for storytime while you shop, wash clothes, or just visit.

APPENDIX E - page three

TRASH that you might TREASURE

Since family-day-care mothers are perhaps the most innovative people in the world (topped only by elementary-school teachers maybe), you will find use for these things.

Jensen Appliance Service, 461 North Lake (Villa-Lake intersection), sometimes has extra large cartons. "We just throw them out back", says the friendly lady at Jensen's. However, it would be a good idea to call, since they don't always have them. The number is 796-3761.

Stiff cardboard tubes and pound-size, metal, coffee cans with plastic covers are in abundant supply at The William Wilson Co., 918 East Green street. Ask for Janice Oakland when you stop in. She will get them for you. The tubes are very stiff and larger than mailing tubes. A child could build some good things with them.

You may get used tires free, for swings and other things, at B. F. Goodrich, 496 South Arroyo Parkway. The number is 796-2651, but there's really no need to call. The store manager says, "We have a lot of them. Just stop in." He sounded as if he'd make a good family-day-care father.

Can You Imagine?

There is a farm - complete with cows, horses, chickens, ducks, and even a baby calf, in nearby Altadena. It is owned by Mrs. Judy Bechtold, 3581 North Lincoln Ave.

Recently we took a few of our FDCM's and 20 children to see the farm. Mrs. MacDonald (FDCM), who had told us about it, brought lettuce for the cows, and the children were given grain to feed the poultry.

Mrs. Bechtold milked a cow and let any interested child try doing so. The newborn calf was a special treat, and riding a horse was fascinating to all.

If you missed this excursion and would like to join us in another trip to the farm, let us know; we'll arrange it. Or, if you'd like to take your children by yourself, telephone Mrs. Bechtold a day in advance. The number is 791-3261.

The Very Latest!

The latest tests for mercury in fish used in frozen fish sticks, frozen fish cakes, and frozen dinners are reassuring.

According to the Food and Drug Administration, Department of Health, Education, and Welfare, the mercury-content was minimal and well below the safety guideline.

To get the very latest in consumer news, such as the above, there is a service as near as your telephone. Dial 380-9731 for a recorded message directed at you--the consumer.

MOTHERS' CLUB

It's for you, and it's free! It meets five days a week, and you may bring your children, ages 0 through 4! It's a place where mothers (Family Day Care included) get together for fun and learning. The children are cared for while you attend meetings and classes

There are guest speakers, exercise groups, weight-watching helps, arts and crafts, sewing and needlework projects, cooking classes, problem-solving talks, and child-rearing discussions. There are even trips to places of interest.

An added attraction is that your children get a nursery-school experience. The goals are to build a good self-concept, to develop satisfying relationships with adults and other children, to teach them about their environment, and to extend communications skills.

The Mothers' Club is located at 526 East Orange Grove (corner of Oakland), Pasadena. For more information, dial 792-2687, and ask for Taka or Pat.

FROM POLLY'S BOOK LIST

Rhyming--Good Sounds

The Old Woman and Her Pig	Galdone
The Baby Beebee Bird	Massie

AN EDITORIAL

Prompted by a Scare

***

A moment before--only a moment--our 2½-month-old baby was on the counter where I had been changing him. Then he was on the floor. He had fallen. How beautiful his screaming sounded! He might have remained silent - unconscious, or worse.

I had turned away a bit, removing my hand from him. After all, he was too young to roll over by himself. To say that I was full of self-reproach is an understatement.

It couldn't happen to you, but just in case, here are a few cautions from Dr. Allan B. Coleman in the February issue of Family Health. "Safety Starts in the Cradle" is the name of the article. Read it if you get the chance.

"If I could give one bit of....home safety advice...and have it stick", says Doctor Coleman, "it would be this: Don't underestimate your baby." Because some babies can roll half-way over by 2½ months, "never leave a baby unprotected for any reason." Also, "avoid placing harnesses, pillows, and flimsy plastics in the crib. He could smother or strangle."

At the sitting stage, five to ten months, a baby reaches and clutches. He will pull down almost anything he can get hold of, including the hot coffee you are sipping while holding him.

After a baby starts "cruising", at 40 weeks or less, his reach and range are extended. He can pull an iron off the ironing board, a plug out of a wall socket. Whatever he picks up as he moves along, goes into his mouth: buttons, pins, beads, hard candy, dead flies. You name it. He could easily choke.

When he starts to walk and climb, nothing is sacred. At age 1, a baby's greatest danger of death comes from accidents: burns, suffocation, falls, and poisoning. For this age, the kitchen and bathroom have many booby traps, such as knives, razor blades, poisonous cleaning agents, and medications.

"Accidents to children don't 'just happen,'" Doctor Coleman concludes. "It is a parent's job to be constantly alert to potential hazards."

THINGS TO DO WITH THE CHILDREN

***

Quiet Chants

We stamp with the left foot,
We stamp with the right;
Then we turn ourselves around,
and clap with all our might.

We look to the left side,
Then look to the right;
We step forward, then backward,
And clap with all our might.

###

The itsy bitsy spider went up the water spout;
(Ladder fingers up.)
Down came the rain to wash the spider out.
(Ladder fingers down.)
Out came the sun, and dried up all the rain;
And the itsy bitsy spider went up the spout again.

###

Let your hands go clap, clap, clap;
(Clap three times.)
Let your fingers go snap, snap, shap.
(Snap your fingers three times.)
Let your lips go very round,
(Make lips round.)
But do not make a sound.
Fold your hands and close each eye;
(Follow action indicated.)
Take a breath - softly sigh, Ah!
Take a breath - and softly sigh, Ah!
(Follow action indicated.)

Noted in the October issue of Today's Child:

A hug for accomplishment is nice, but a hug "for nothing" is even better, contends Dr. William Homan, author of Child Sense: A Pediatrician's Guide for Today's Families.

THE COMMUNITY FAMILY DAY CARE BULLETIN
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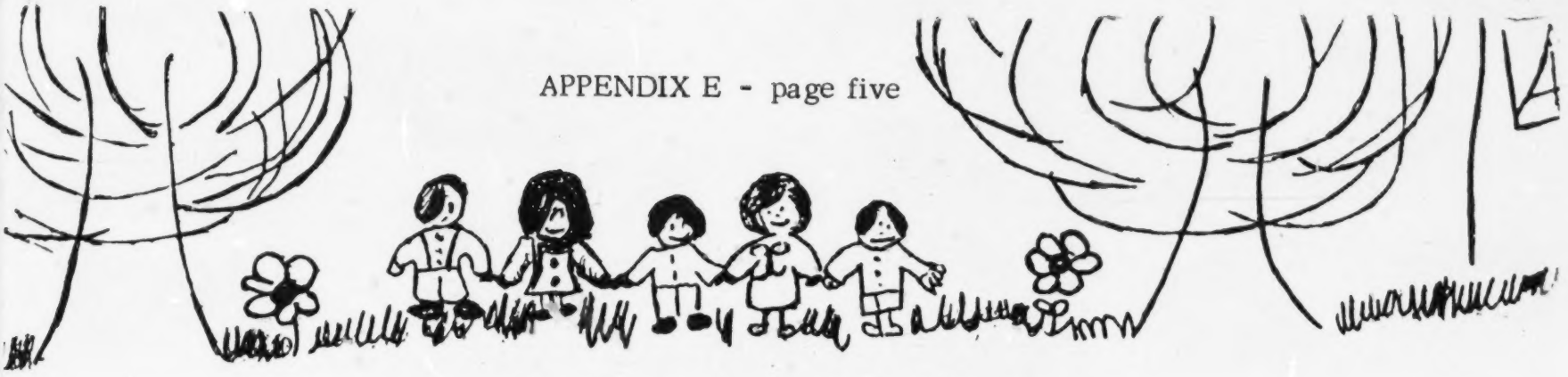
Blanche O. Buegler, editor
Lois Grissam, editorial assistant
Caroline Fulton, artist



COMMUNITY FAMILY DAY CARE BULLETIN

. 1, No. 4 726 No. Los Robles, Pasadena, California 91104 (793-5563) February 197

Pacific Oaks College

****

CONOCIENDO A LAS MADRES

****

Funcionamos como familia"

Funcionamos como una familia dice la ra. Gomez cuando se refiere al cuidado de inos en casa. Aunque no es nomas cuidar os niños sino que tiene que dar algo de í mismo como cariño enseñanza y disci- lina.

Casi toda la responsabilidad cae en a madre ya que el padre se encuentra rabajando. Sin embargo el padre tiene ue estar de acuerdo porque tambien el omparte la responsabilidad cuando está en asa. La señora Gomez dice que su esposo e gusta consentir a los niños y el cree ue ella es muy recia con ellos. "Dejalos, on ninos" le dece el.

Antonio y Amparo Gomez viven en 1567 ar Vista Ave., Pasadena. Tienen en su uidado cuatro niños cuyas edades son de einte meses a tres anos, tres niños y una iña. Dos de los niños son sus nietos.

El primer niño llega poco despues de as siete A.M. y el ultimo se va a las seis .M. Algunas veces un niño se queda toda a noche. La señora Gomez tiene a sus niños n una regla mas o menos fija pero no rigida n cuanto a las comidas y el descanso.

Se le pregunto a la señora Gomez cual ra la comida favorita de los niños y contesto onriendo, tortillas con mantequilla. Ella ase sus torillas.

Sigue la Sra., "Trato de interesarlos en omer una variedad de comidas como verduras, rutas, sopas, sandwiches y postres. Trato e interesar a los niños en platicar y cambiar xperiencias en ves de jugar con la comida."

Un jardín cercado y un cuarto de juego e prestan para una variedad de actividades e recreo en la casa de los Gomez.

"Mira mamá lo que hallé o mira mamá lo que hise", este es un momento oportuno para elogiar a los niños por su descubrimiento, aunque lo que me hayo sea un insecto y lo que hiso sea alguna figura de barro.

Los Martes van a la Biblioteca de la calle Catalina a la hora de los cuentos y otros dias a dar la vuelta por la vecindad fijandose en los colores de las flores, los pajaros, los carros que pasan, los animales, otros ninos, etc. "Todas estas cosas les ayuda a aprender", dice la sra.

La señora Gomez le gusta leerles cuentos a los ninos. El cuento favorito es el de La Vispera de Navidad. Preguntamos a la senora Gomez que es lo que le gusta mas de ser madre de cuidado de ninos y contesto, "me encanta ver sus reacciones, su interes en las cosas mas minimas, su curiosidad..el brillo de sus ojos cuando se hayan una piedra bonita Verdaderamente están en la edad del descu- brimiento."

Los esposos Gomez tienen dos hijos y una hija todos casados y con sus familias. Los dos hijos son graduados de L.A. State, y están atendiendo U.C.L.A. en vecas. Uno es ingeniero y esta estudiando leyes y el otro es trabajador social y está siguiendo sus estudios en el mismo ramo.

¿ Como decidio la sra. Gomez ser una madre de cuidado de dia? "Nomás sucedio," dijo. Empezo a cuidar sus nietos cuando su nuera que es maestra se fue a trabajar. Despues vinieron los demas niños.

APPENDIX E - page seven

Se Espera El Dialogo De La Comunidad

Los que usan de y los/dan el servicio de cuidado de dia en casa están teniendo juntas como parte de el dialogo de la comunidad, patrocinada en parte por el centro de educación temprana del Colegio Pacific Oaks, 714 West California Boulevard, Pasadena, este mes y entrando Marzo.

El programa para las sesiones que quedan en Pacific Oaks son las que siguen:

Feb. 19, 1-5 P.M. - Juntas de las que dan cuidado de dia en casa y consultantes y educadores.

Marzo 5, 9:30 A.M.
1:30 P.M. - Proyectar recomendaciones para un cambio.

Si no ha podido asistir o quiere ir a las ultimas dos juntas, puede llamar a Betty Smith en el Proyecto de cuidado de dia en casa de la comunidad, 726 North Los Robles Ave., Pasadena. Teléfono 793-5563, o si gusta, puede pasar.

Las temas que han sido discutidas son las siguientes; Cuidado de dia para las familias de los estudiantes, cuidado del niño enfermo, problemas de los padres solteros, cuidado de dia extendido, cuidado de dia en casa, legislación y normas evaluación paternal y las escuelas.

Lugar De Ayuda

Westside Study Center, 229 East Washington Boulevard, todavia tiene un servicio de tutores. Si ve que los niños (de cuidado de dia o suyos) estén retrasados en lectura o aritmetica, no deje de llamar. El numero es 798-0958. Pregunte por la señora Lauderdale.

El programa CHIP (ayuda Cristiana en Pasadena) da cuidado dental para niños que todavia no mudan y cuyos padres no pueden pagar las cuotas regulares.

Los niños son llevados a la escuela dental de la Universidad del sur de California para hacerles el trabajo. Los llevan y los traen a su casa. Contacte a Ebu Robinso PCHNO (798-0981).

Recetas

Galletas de Azucar

Ingredientes:

1	taza de azucar
1	taza de mantequilla o margarina
1	huevo
2	tazas de harina
½	cucharadita de soda
½	cucharadita de crema de tartaro
1	cucharadita de vainilla

Metodo

Mezcle el azucar y la mantequilla. Agregue el huevo y la vainilla. Bata bien.

Ponga los demas ingredientes y forme en bolitas del tamaño de una nues. Envuevase en azucar y pongase en azafate. Cocine por quice minutos a 325 grados.

Variaciones

Para el dia de Valentine se puede poner un corazon de dulce en la galleta recien horneada.

Para el dia de Halloween se pone un dulce apropiado para la ocasion en la galleta recien horneada.

Para el dia de Navidad envuelvase las bolitas de masa en azucar colorado o verde.

Diviertase con sus ideas imaginativas.

Empieza la Hora de los Cuentos

***

El Jueves 11 de Febrero de las 11:00 A.M. Sally DeLancey, bibliotecaria de La Pintoresca iniciara un tiempo de cuentos para los niños que se reunen en el Proyecto de cuidado de familia, 726 North Los Robles.

Este fue el primero de la serie que será conducido por la Srita. DeLancey cada dos semanas en los Jueves, en la mañana.

Deje sus ninos mientras que hase sus compras, lava su ropa o si quiere visitar.

PPENDIX E - page eight

Tesoros Escondidos

Como las madres de cuidado de dia son las gentes mas creativas del mundo (superalas nomás por las maestras de escuela puede ser) tendran uso para estas cosas.

Jensen Appliance Service, 461 North Lake a vaces tiene cartones grandes. "Nomas los tiramos para afuera," dice la simpatica señora de Jenson's. Si quiere cartones seria una buena idea llamar ya que no todo el tiempo los tienen. El numero del telefono es 796-3761.

Tubos de carton y botes de cafe con tapaderas de plastico hay en abundancia en the William Wilson Co., 918 East Green Street. Pregunte por Janice Oakland cuando vaya. Ella se las dara. Los tubos están grandes y una criatura puede hacer cosas con ellos.

Llantas usadas para columpios y otras cosas se las dan gratis en B. F. Goodrich, 496 South Arroyo Parkway, el numero es 796-2651, pero no necesita llamar, dice el manejador de la tienda, que tienen muchas. Nomas venga y lleveselas.

Puede Imaginar

Hay un rancho completo con vacas gallinas, patos y hasta un becerrito en Altadena. Es propiedad de la sra. Judy Bechtold, 3581 North Lincoln Ave.

Hase poco, llevamos unas de nuestras FDCMs y veinte niños a ver el rancho. Mrs. MacDonald (FDCM) quien nos dijo del, llevo lechuga para las vacas y a los niños les dieron grano paraque les dieran a las gallinas.

La sra. Bechtold les enseño a los niños como se ordena una vaca y luego los dejo ordenar, a los niños que estaban interesados. El becerro recien nacido fue de gran interes para todos y el paseo a caballo dio fin a un dia placentero.

Si desea acompañarnos en otra excursion al rancho avisenos y nosotros haremos los arreglos. Encambio si quiere llevar a sus ninos hable por telefono un dia por adelantado a la sra. Bechtold. El numero es 791-3261.

Lo Ultimo!

El mas reciente analisis de mercurio en varias clases de pescado enhielado y cenas enhieladas es favorable para el consumidor.

Según el Departamento de Salud Educación y Beneficiencia el contenido de mercurio es minimo y abajo de la guia de seguridad.

Para obtener las ultimas nuevas para el consumidor como las anteriores hay un servicio tan cerca como su telefono. Llame 380-9731 para un mensage en disco dirigido a Ud. el consumidor.

Club de Madres

Es para Ud. Y es gratis. Se reunen cinco dias a la semana y puede llevar sus ninos edades 0 a 4! Es un lugar en donde las madres (incluyendo las de cuidado de dia) se juntan para divertirse y aprender. Tienen cuidado de ninos mientras que atiende las clases y juntas.

Hay invitados que tratan de asuntos de interes, grupos de ejercicio ayudas para reducir, arte, proyectos de costura y bordados clases de cocina, discusiones de solver problemas y la crianza de niños. Tambien hay viajes a lugares interesantes.

Otra atracción del club es que tiene una escuela de parvulos en donde los niños tienen oportunidad de crear un buen concepto de si mismo, desarrollar relaciones satisfactorias con adultos y otros niños y aprender de su ambiente, y extender su habilidad en comunicaciones.

El Club de las madres esta situado en 526 East Orange Grove (esquina de Oakland), Pasadena. Para mas informacion llame a 792-2687, y pregunte por Taka o Pat.

Lista de Libros

Rimas---Buenos Sonidos

The Old Woman and Her Pig	Galdone
The Baby Beebee Bird	Massie

APPENDIX E- page nine

Un momento antes--nomas un momento--nuestro niño de dos meses y medio estaba en la mesa en donde lo estaba cambiando Y luego estaba en el suelo. Se habia caido, que lindos se oian sus gritos! Podia haber quedado silencio - inconsiente o peor.

Le habia quitado mi mano y me voltié por un instante. Depues de todo estaba muy chiquito para voltearse y caerse me reproche a si misma mil veces.

No puede sucerderle a Ud. pero en dado caso he aqui unas advertencias por Dr. Allan B. Coleman en la revista Family Health del mes de Febrero. "Safety Starts In The Cradle" es el nombre del articulo Lealo.

Si pudiera dar un consejo de seguridad en la casa y hacerlo pegar no menosprecie a su niño, protejalo todo el tiempo no le deje almohadas o plasticos en la cuna porque puede ahogarse o estrangularse.

A la edad de cinco a diez meses cuando se sienta, el nino alcanza y agarra cosas incluyendo la taza de cafe que se está tomando mientras que lo tiene encima.

Despues de que el niño empieza a andar a gatas a los 40 semanas o menos su alcanse es mayor. Puede jalar el cordón de la plancha y echarsela encima. Todo lo que haya en su camino se lo mete a la boca, botones, alfileres, cuentas, moscas muertas y otras cosas estrangular facilmente.

Cuando empieza el niño a andar nada es sagrado. A la edad de un año los mayores peligros mortales para el nino son de accidentes: quemaduras, sofocacion, caidas y envenenamiento. En esta edad la cocina y el baño tienen muchos peligros como los cuchillos, navajas de razurar, medicinas y preparaciones para hacer la limpieza.

Es el deber de los padres estar alertas a estos peligros.

Concionsitas Para Los Niños

Estampamos con el pié ezquierdo
Estampamos con el pié derecho
Luego nos volteamos
y aplaudimos con toda nuetra fuerza.

Miramos a la izquierda
luego a la derecha
Paso adelante y luego para atras,
Y aplaudimos con toda nuestra fuerza.

###

La arañita se subió a la pipa de agua
(Camina los dedos para arriba)
castañetea los dedos uno dos tres
(Castañetea los dedos tres veces)
Deja tus labios muy redondos
(Has tus labios redondos)
Pero no hagas un sonido.
Cruza tus manos y cierra cada ojo
(sigue cada acción indicada)
Respire - Suavemente suspire, Ah!
Respire - Suavemente suspire, Ah!
Siga las acciones indicadas.)

APPENDIX F - "HEALTH EMERGENCY FORMS"

HUNTINGTON MEMORIAL HOSPITAL

PASADENA, CALIFORNIA

_____
DATE

TO: HUNTINGTON MEMORIAL HOSPITAL

IN CASE OF MY ABSENCE FROM THE CITY, OR THE INABILITY TO REACH ME IN CASE OF EMERGENCY, I HEREBY AUTHORIZE THE FOLLOWING PHYSICIANS TO GIVE WHATEVER CARE, IN THEIR OPINION, IS NECESSARY TO MY _____ CHILDREN.

CHILD'S FULL NAME	BIRTHDAY (MONTH, DAY, YEAR)
_____	_____
_____	_____
_____	_____

AND FOR THEM TO HAVE THE AUTHORITY TO CONSULT WITH PHYSICIANS OF THEIR CHOICE IF NECESSARY.

PHYSICIANS OF MY CHOICE TO BE CALLED (MUST BE ON HUNTINGTON HOSPITAL STAFF).

I ALSO HEREBY GIVE MY CONSENT TO THE PERFORMANCE OF EMERGENCY CARE AND/OR HOSPITALIZATION, INCLUDING THE PERFORMANCE OF AN OPERATION WITH WHATEVER ANESTHESIA IS NECESSARY, AT THE DISCRETION OF THE SURGEON AND ANESTHESIOLOGIST.

THIS AUTHORIZATION IS GOOD UNTIL REVOKED BY ME

WITNESS

_____
ADDRESS OR TITLE

WITNESS

_____
ADDRESS OR TITLE

_____
MOTHER

_____
ADDRESS

TELEPHONE : _____

_____
FATHER

_____
ADDRESS

TELEPHONE : _____

DATE _____

TO WHOM IT MAY CONCERN:

I hereby authorize the Pasadena Emergency Center Staff, at the direction of the Chief Emergency Surgeon or his staff physician, to render any emergency medical treatment necessary, (sutures, medication, ambulance transportation and admittance to any Pasadena hospital) to my minor child or children named as follows:

NAME	AGE
_____	____
_____	____
_____	____

Persons who may know my whereabouts in extreme emergency:

NAME	(1) _____	(2) _____
ADDRESS	_____	_____
PHONE NO.	_____	_____

In a situation where I cannot be reached, I consent to any emergency medical treatment necessary to be rendered as stipulated above.

The termination date of this paper will be _____

Signature of Parent : _____

Address : _____

Phone : _____